




Good Morning!




Personalization Focus

-  Examine the definition of personalization as it relates to school practice
-  Make the connection between personalization and academic rigor
-  Increase understanding of the importance of personalizing the student experience


When you were 12

 See PM, Module 7 #1

 When I was 12

 How would your students today respond to these questions?

 See PM, Module 7 #2

 Do you have any students who would relate to this poem?

How common is bullying?

Nansel et al. (2001): national sample of 15,600 students in grades 6-10


🔥 19% bullied others "sometimes" or more often


🔥 9% bullied others weekly


🔥 17% were bullied "sometimes" or more often

🔥 8% were bullied weekly


🔥 6% reported bullying *and* being bullied "sometimes" or more often



 What are the experiences, relationships, support systems, and opportunities that today's students need to find in their school and community?

 What policies and practices can schools employ to satisfy the developmental and academic needs of young people?

 Go to BRIM, p. 129

 Unpack the definition by highlighting or underlining two or three of the key words in the definition

 Share


Personalization

A Learning Process in Which Schools Help Students:

- 🔥 Assess their own talents and aspirations,
- 🔥 Plan a pathway toward their own purposes
- 🔥 Work cooperatively with others on challenging tasks
- 🔥 Maintain a record of their explorations &
- 🔥 Demonstrate their learning against clear standards in a variety of media,

All with the close support of adult mentors and guides.

Major Criticism of Some Schools


 They focus on student social development and personal adjustment, while neglecting academic rigor and high expectations for student behavior


Personalization and Rigor

 See PM, Module 7 #3


 Both should be evident in an effective school

Assess Their Own Talents and Aspirations


 What makes it personal:
Students address and assess their own individual skills, weaknesses, interests and abilities.

 What makes it rigorous:
Students learn to make honest assessments of their work habits and products. They learn to be reflective.

Plan a Pathway Toward Their Own Purposes

 What makes it personal:

*Students acquire a sense of purpose. They are able to exercise **CHOICE**, set their own path, & manage their own learning.*


 What makes it rigorous:

Students are required to set standards and goals that are increasingly challenging.

Work Cooperatively With Others


 What makes it personal:

*Students are provided chances to express their own **VOICE** and develop a sense of **BELONGING**. They have equal opportunities to express points of view and mesh their abilities with those of peers.*


 What makes it rigorous:

Students learn the skills of compromise, problem solving and critical thinking. Accomplishing challenging tasks earns them recognition and respect from peers and teachers.

Maintaining Records

 What makes it personal:

*Students have the **FREEDOM** to chart their own progress according to their own timeline.*


 What makes it rigorous:

Students are held accountable for accomplishing objectives & meeting the benchmarks of their plan.


Demonstrate Learning Against Standards

 What makes it
personal:


*Provides students with
opportunities to use their
IMAGINATION &
experience **SUCCESS**
and accomplishment.*

 What makes it
rigorous:

*The rubric against which
progress is measured is
clear, & reflects high
expectations. Students
must apply their learning
in the adult situations of
their futures. They are
required to demonstrate
mastery of the learning.*


 Brainstorm and enter as many examples as you can think of for the blank columns

 Share Examples


 If rigor and personalization are both to be a part of the culture of the school, school leaders will have to be **very intentional** about identifying and implementing the practices, policies, and procedures that are likely to assure that result.

Activity


 See Module 7 #4

 How can this too be used in schools?

What Went Wrong?



	Yes	No	?? 
<i>My teachers are happy.</i>	16%	12%	72%
<i>My teachers like to spend time with me.</i>	17%	17%	66%
<i>Most teachers like kids.</i>	20%	15%	65%
<i>My teachers like to talk with kids informally.</i>	11%	25%	64%
<i>My teachers like to play and have fun.</i>	8%	11%	81%
<i>There is an adult in my school I could talk to if I had a problem.</i>	43%	12%	45%

Advisory

 Every student should be well known by at least one adult. Students should be able to rely on that adult to help learn from their experiences, comprehend physical changes and changing relations with family and peers, act on their behalf to marshal every school and community resource needed for the student to succeed, and help to fashion a promising vision of the future.

Turning Points 2000


Recent Survey in the Northeast and Midwest

-  75% of teachers and 68% of parents thought that advisory programs were promising ways of helping students develop strong self-concepts, to plan, and improve decision-making skills BUT only 32% of teachers and 40% of parents thought the programs in their schools were meeting the goals
-  90% of parents and teachers agreed that the concept of a personal adult advocate was important, only about 50% believed that existed in their school

Satisfying Advisories

Teacher-Advisors feel comfort and authenticity:

 *Because they are well-prepared.*

 *Because they are granted substantial latitude in selecting or developing activities to meet student needs.*

Satisfying Advisories

There are common aims, obvious and memorable, that guide all advisory tasks, such as:

- 🔥 Support and caring from adults*
- 🔥 A constructive group of friends*
- 🔥 Relationships with the community through service projects*

Satisfying Advisories

Leaders champion the program by:

 Promoting advisory in the community

 Providing ample professional development/resources

 Being actively engaged in the program

Satisfying Advisories





Tangible Results

 *Frequent celebrations of accomplishments*




 *Publicizing data on improved grades, attendance, achievement*

J. Burns, 1996





Thought Activity

-  Go to BRIM, p. 37 – Kennedy Middle School
-  Read the section titled “Student Use of Data”
-  Reactions – about 2 minutes
-  Most successful advisories have activities that provide personal development, interpersonal development, and academic assistance

Transition Programs

-  Moving from elementary to middle school is a major stepping stone on the road to becoming an adult
-  Transition is complicated and is often associated with a decline in academic achievement, motivation, and self-perception
-  When young adolescents are most likely to experiment with at-risk behavior

Transitions

-  *“When I first started 6th grade, I didn’t know what to do or what to think.”*
-  *“Teachers don’t know how hard it is for a 6th grader to feel good and how a lot of kids are scared of life.”*
-  *“Well, my parents, they told me it would be different. I would have to watch myself...grades...picking fights.”*
-  *“Sixth grade is like kindergarten, like starting all over again.”*

*“Transitions to a Middle Level School: What Kids Say,”
Middle School Journal*

Middle Level Transitions

Transition to a new school may be more difficult for middle level students:

 47% felt safe and connected to elementary school





 29% feel safe at their current school

 52% said parents knew their elementary teachers

 24% said parents know their current teachers

MetLife Survey of the American Teacher/
Transitions and the Role of Supportive Relationships

Helping Students Make the Transition





-  Connect us up regularly with high school students.
-  Support us in developing skills & strategies for high school success.
-  Help us make strong and mutually respectful connections with adults.
-  Provide bridge experiences in the summer after 8th grade.

K. Cushman, *Educational Leadership*, April 2006





Grade	Monday	Tuesday	Wednesday	Thursday	Friday
	<i>Schoolwide Themes</i>	<i>Service Clubs</i>	<i>Study & Test Skills</i>	<i>Interest Clubs</i>	<i>Opp'y Day</i>
6 th	<u>Welcome to Middle School</u>	Junior Rotary A-V Garden Club	Using Time Wisely	Book Club Chess Club Gourmet	Home Base
7 th	Leadership Skills Peer Mediation	Teacher Corps Internet Surfers	Test-Taking Skills	Fishing Sailing Soccer	Home Base
8 th	<u>Orientation to High School</u>	Health & Fitness Scouts	What Will I Be?	Fitness Club	Home Base

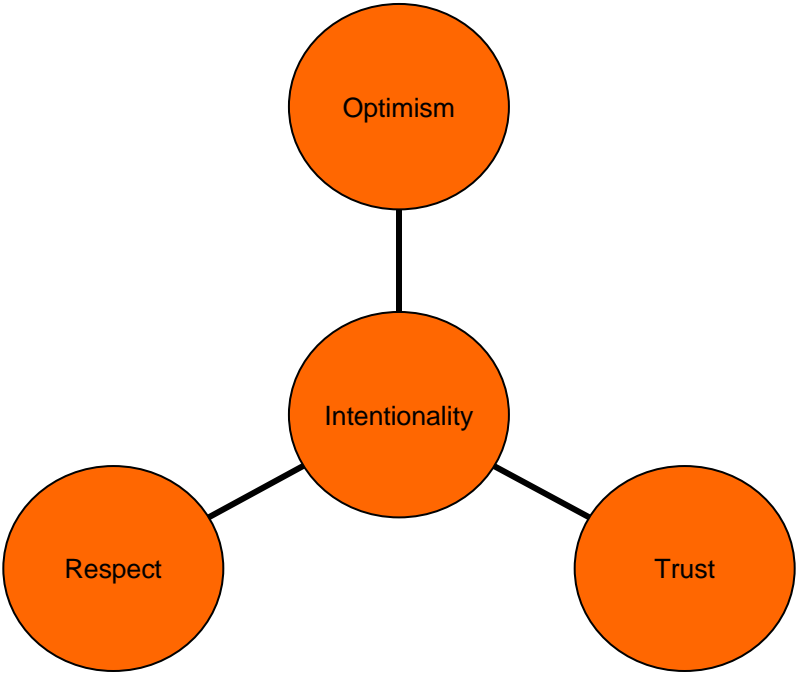
Johnston, middleweb.com

Activity

-  Two groups – one group focusing on the challenges of implementing and sustaining an advisory program and one group focusing on the challenges of implementing and sustaining a transition program
-  Share best practices and structures you have seen or implemented
-  Record on chart paper and post
-  Gallery walk

Four Basic Elements of Invitational Education


-  Respect: Human beings are able, valuable, responsible and should be treated accordingly
-  Trust: Living a fully functioning life is a cooperative, collaborative activity where process is an important as product (how you do something is just as important as the results)
-  Optimism: People possess relatively untapped potential in all areas of human endeavor
-  Intentionality: Human potential is best realized by creating and maintaining welcoming places, policies, programs, and processes and by people who are intentionally inviting with themselves and others, personally and professionally



Lou Holtz's Three Questions

 Can I trust you?

 Do you care about me as a person?

 Are you committed to excellence?

Personalization

“To teach each student well requires that we know each student well.”

TheodoreSizer