Leading Personalized Learning:
Aligning our Approaches For Emotional Well-being
Remaining Agenda

Part 1. Creating Coherence to Personalize Learning through a Whole Child Approach

Part 2. Planning Your Path to Action
This Morning’s Purpose

As a leader I will:

• Reflect, think, plan and bring coherence to the transformational work of personalizing learning for all.

“We do not learn from experience ... we learn from reflecting on experience.”

- John Dewey
Learning Target

As a leader I will...

• Examine the connections among...
  – the content presented at the conference
  – the development of coherence/strategic initiatives and
  – the leadership practice
...that support the emotional well-being of our students.
Make a Date
What is Coherence?

A shared depth of understanding about the purpose and nature of the work in our minds and actions individually and especially collectively.

Michael Fullan & Joanne Quinn, Coherence: The Right Drivers in Action for Schools, Districts and Systems; 2016
Leadership is...

“Like gardening, we can’t control the weather and unforeseen challenges. Instead, we need to create the right growing conditions for healthy and productive relationships, work and collaboration. We must nurture healthy soil, support a diverse variety of plants to be sturdy that co-exist, and help them grow.”
Our Reality

• 1 in 5 children in Connecticut have behavioral needs
• Only 20% can access care
• 44% of children ages 2-5 have experienced some form of trauma

Source: Child Health and Development Institute of Connecticut
10 Most Common Adverse Childhood Experiences

1. Parents Divorce or Separation
2. Physical Abuse
3. Physical Neglect
4. Emotional Abuse
5. Emotional Neglect
6. Sexual Abuse
7. Witnessed Domestic Violence
8. Substance Abuse in house
9. Mental Illness
10. Family Member in Prison

ACES Assessment
Love wins.
CONNECTICUT IS A NATIONAL LEADER IN ADDRESSING CHILDHOOD TRAUMA

HOW FAR WE’VE COME

IDENTIFYING THOSE WHO NEED HELP

More than 20,000 children have been screened for trauma exposure in behavioral health, child welfare, and juvenile justice, education and pediatric health settings since 2014.

Developed the brief Child Trauma Screen, a 10-item measure that identifies youth suffering from trauma exposure.

BUILDING A TRAUMA INFORMED WORKFORCE

Professionals Trained in Statewide Initiatives on Childhood Trauma (2007-2017)

ACCESS TO EFFECTIVE TREATMENT

Since 2008, more than 10,000 children have received evidence-based treatment for trauma.

PTSD RECOVERY & REMISSION

80% of children completing TF-CBT showed likely remission of PTSD diagnosis.

Lifetime cost savings estimated at $6,550 per child receiving TF-CBT.

WHERE WE’RE GOING

EARLY CHILDHOOD TRAUMA COLLABORATIVE

Addressing the gaps in care for young children birth to 6 years old.

Children Receiving Evidence-Based Treatment in CT by Age Groups

Over the next 5 years an estimated 13,000 children will receive an evidence-based trauma treatment.

Including 2,000+ children under age 7.

And more than 700 early childhood providers will be trained in trauma, through ECTC.

http://www.chdi.org/publications/
Personalized Learning

Knowledge, skills and dispositions to ensure social-emotional well-being

Adapted from Nellie Mae
Stu Ablon

Kids do well when they can

Adults do well when they can

- Flexibility
- Frustration Tolerance
- Problem Solving
• Language and Communication Skills
• Attention/Working Memory
• Emotion & Self Regulation
• Cognitive Flexibility
• Social Thinking Skills
Group Brainstorm

Reflect on your take-aways from yesterday and brainstorm the high impact strategies that you learned about, or are currently implementing, that are a part of our practice for each of the four components of student centered learning?

- Personalized Learning
  - Relationships
  - Coaching
  - Student Questions – If only you knew.....

- Student Owned Learning
  - Peer Conflict Resolution
  - Restorative Justice
  - Student to Student Advisory
  - Student Bill of Rights

- Competency Base Learning
  - Stress Management
  - Self Regulation/Play
  - Panorama

- Anytime, Anywhere Learning
  - Connecting with Parents
Adaptive & Technical Leadership

**ADAPTIVE MESSAGES**

- Complex aspects often requiring a change or shift in values, beliefs, thoughts or attitudes
- Ownership vs. Buy-in

**TECHNICAL INFORMATION**

- Procedural in nature
- Relating to tasks, policies, or timelines

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Why is personalized learning a better way of learning?

• Everybody knows ‘what’ they do 100 percent of the time. Some know how they do it. But very few people or organizations know why they do it.

• The most transformative organizations (with the most loyal participants) start with the why.

How will we ensure sustainability?

Leaders need to develop a shared moral purpose and meaning, as well as, a pathway for attaining that purpose.

The moral imperative focuses on deep learning for all.

Fullan, Coherence, 2016
The Moral Purpose of Why We are Personalizing our Work is Not Compliance
Call to Action – How will you co-construct this moral purpose and communicate your “Why” for engaging in personalized well-being?

Schools are not “broken” and in need of fixing. They are social institutions under stress that need to evolve.

Peter Senge et. Al., Schools That Learn
Intersection of Planning and Performance

Performance

The accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed. In a contract, performance is deemed to be the fulfillment of an obligation, in a contract that releases the performance of the contract.
...because hope is not a strategy
## Two Critical Messages

### Taking Action
- Nothing happens without massive, targeted, action
- Action without feedback tends to create spinning wheels

### Taking Control
- Take advantage of the opportunity
- Entrepreneurial
- Being Ambassadors
- Visionary
Creating the Conditions

Personalized Well-Being for All

- Philosophies
- Policies
- Practice
- Structures
• **Philosophy**
  – Individuals or collective group members’ attitudes beliefs and perceptions regarding the defining principles of an initiative or change

• **Policy**
  – Clearly defined, but not necessarily agreed upon, course of action or method of acceptable procedures to assist individuals in decision-making.

• **Structure**
  – Organizational systems that define how various policies relate/connect/interact

• **Practice**
  – Customary actions or common behaviors that operationalize policies
Four Directions of Reflection

1. Reflect Within – personal purpose or intentions
2. Reflect Back – events after they have occurred and after you are removed from them
3. Reflect in the Present – Reflect as events are occurring (high levels of consciousness)
4. Reflect Forward – Envision future effect of actions

Creating the Conditions

Personalized Well-Being for **All**

- Philosophies
- Policies
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See Chart 1
Organize your thinking...

Categorize within your PPSP Chart...

• Building/District Level elements

• Professional (Adult) Level elements

• Student Level elements
Mission
Every child successful in life, learning and work.

Three Domains, Three Levels
Easy to understand, hard to do.

G = Goals  P = Practices  M = Measures

Theory of Action
Focus Measure Connect
Core Reflective Questions Going Forward

• **What does your district need to concentrate on in order to establish a Whole Child Focus?**
• **What standards (expectations) do you have in place that will allow you to lead the adults in your organization towards personalized well-being?**
• **What do **YOU** need as a leader and how can you confirm those needs?**
• **What are the most effective feedback loops at all levels to ensuring routine monitoring of progress towards that environment?**
Show Times

Full Showing with Panel Discussions 4pm-6pm

- EASTCONN - Hampton
  September 27
- Science & Technology Magnet High School – New London
  October 4
- CAS Cheshire
  October 11
- Fairfield/Litchfield TBD
Characteristics of Resilience*

- Internal locus of control
- Strong self-esteem, self-efficiency
- Have personal goals
- Sense of meaningfulness
- Can use past successes to confront current challenges
- Can view stress as a challenge/way to get stronger
- Use humor, patience, tolerance, and optimism
- Can adapt to change
- Action-oriented approach
- Have strong relationships and ask for help
- Have faith


“I am not what happened to me, I am what I choose to become.”
—Gal Chung Jung
Diane Dugas  
Director for The Center of Leadership  
EASTCONN  
ddugas@eastconn.org  
860-324-9491

Patrick Flynn  
Founder and Director ReVISION Learning  
pflynn@revisionlearning.com  
860-836-7079