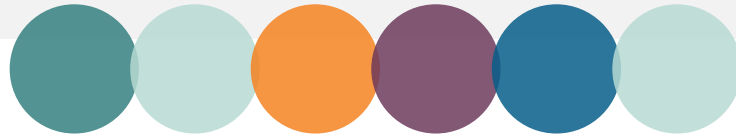


bit.ly/SmallMove

Connecting to Best Practice

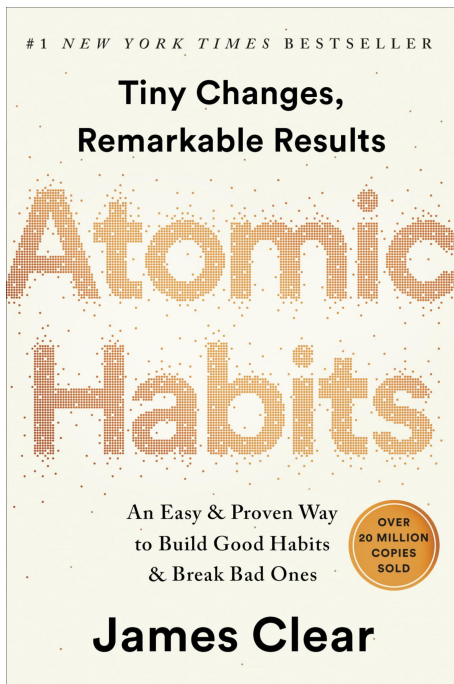
Small Moves, Big Effects



Meghan Everette

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Meghan.Everette@schools.utah.gov

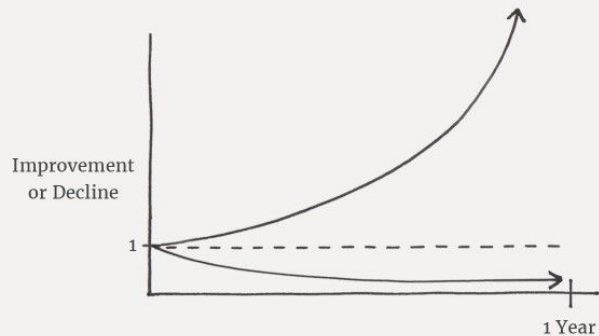
1% Better



The Power of Tiny Gains

1% better every day $1.01^{365} = 37.78$

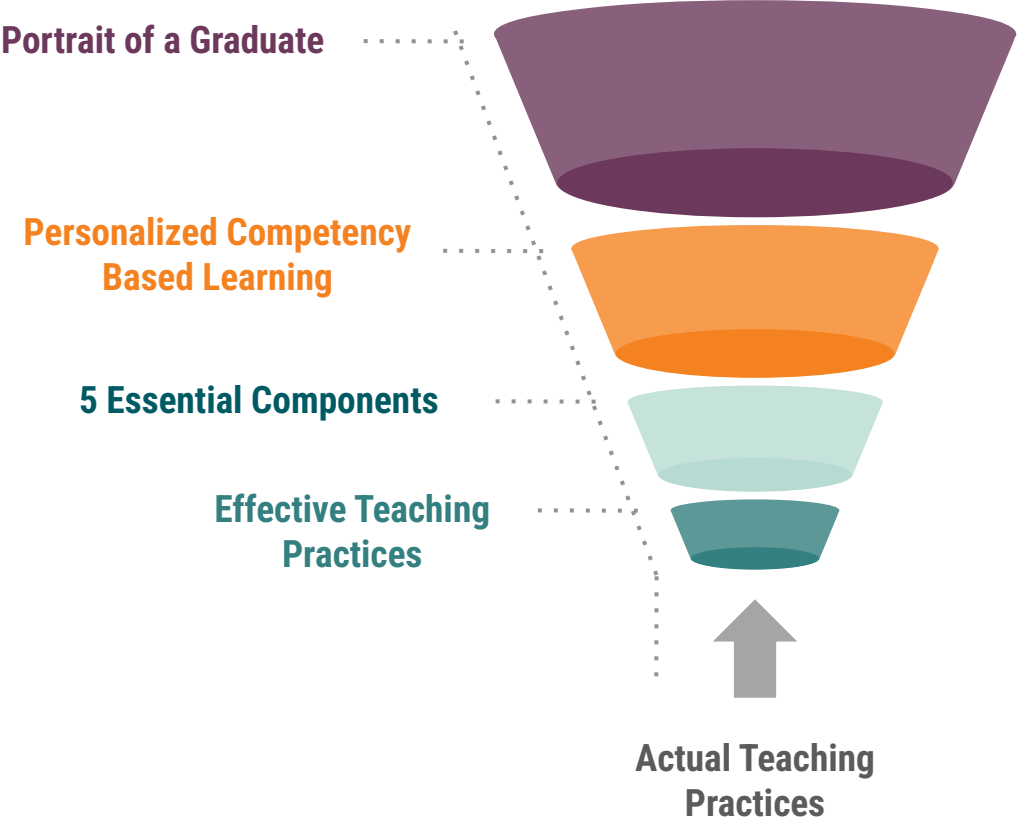
1% worse every day $0.99^{365} = 0.03$



JamesClear.com

<https://jamesclear.com/continuous-improvement>

Getting Small



Innovative Practice Report

Executive Summary	Participants Outlier Identification Methods & Participants	Review of Research Short Literature Review	Practices for Success Practice in Action
Replication Adoption or Adaption Guidance	Limitations Barriers to Scaling Up, Adopting, or Adapting	Resources Templates or Tools to Support Replication	Video Media and Graphic Elements to Aid Understanding



Time to Move

- Find a Partner
- Select a Statement and Prompt to Discuss
- Trade Papers
- Music = Move



Move with Music - Discuss - Trade & Move



- This aligns with my experience because...
- I wonder about...
- This is different than I expected because...
- I want to know more about...

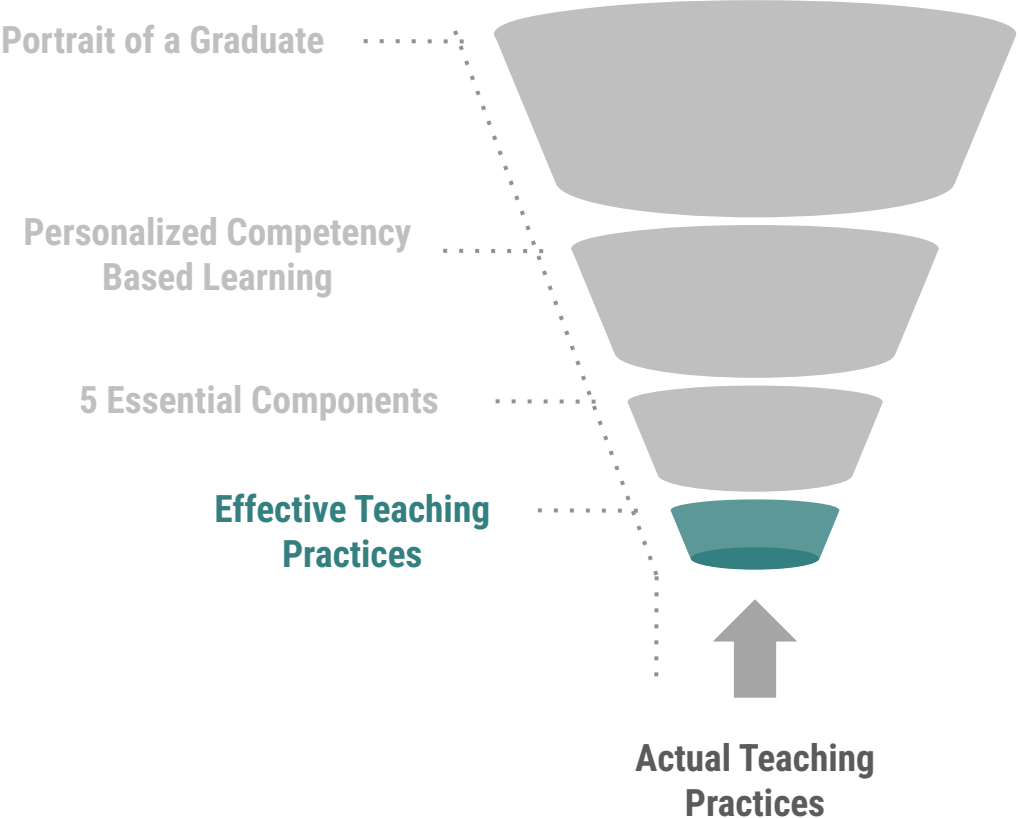




Return to Seat

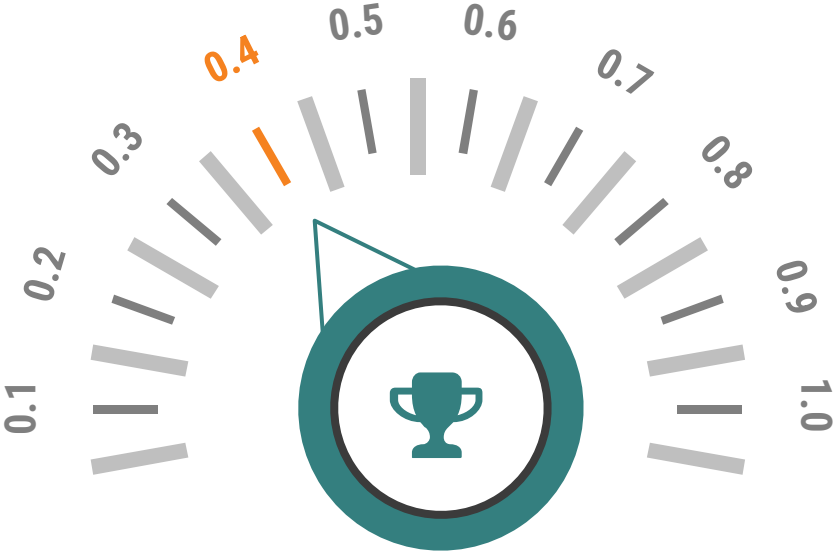


Small Shifts to Big Effects



Effect Size

John Hattie




Hinge Point 0.4

Evidence-Based Practices



EVIDENCE-BASED PRACTICE



SCAFFOLDING

EFFECT SIZE: 0.52

High-Quality Instruction Cycle Connection:
Step 1: Goals and Outcomes
Step 2: Adapt Instruction

Utah Effective Teaching Standards Alignment:

- Standard 1, Element 1
- Standard 2, Elements 2, 3
- Standard 3, Element 1

Personalized, Competency Based Learning Framework Essential Component:
Culture of Learning

WHAT?
Scaffolded supports (for example, visual, verbal and written supports) are provided as temporary assistance to students so they can successfully complete tasks that they cannot yet do independently and with a high rate of success. Teachers model and scaffold steps or processes needed to understand content and concepts, apply skills, and complete tasks successfully and independently. Ongoing changes (e.g., pacing, examples, etc.) occur throughout the sequence based on student performance.

WHY?
The effect size of scaffolding is 0.52 which is approximately one year of growth for one year of learning. Scaffolding promotes learning through dialogue, feedback and collective responsibility. Through the supportive learning experiences facilitated through carefully planned scaffolded instruction, educators are nurturing students in becoming lifelong, self-directed learners. There are numerous additional benefits to scaffolding instruction some of which include: challenges students in deep learning and discovery, engages students in meaningful discussions, helps students learn how they learn, and contributes to providing a welcoming and caring learning environment.


ADA compliant 4.18.2024

1 of 3

Evidence-Based Practices



EVIDENCE-BASED PRACTICE



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EFFECT SIZE: 0.52

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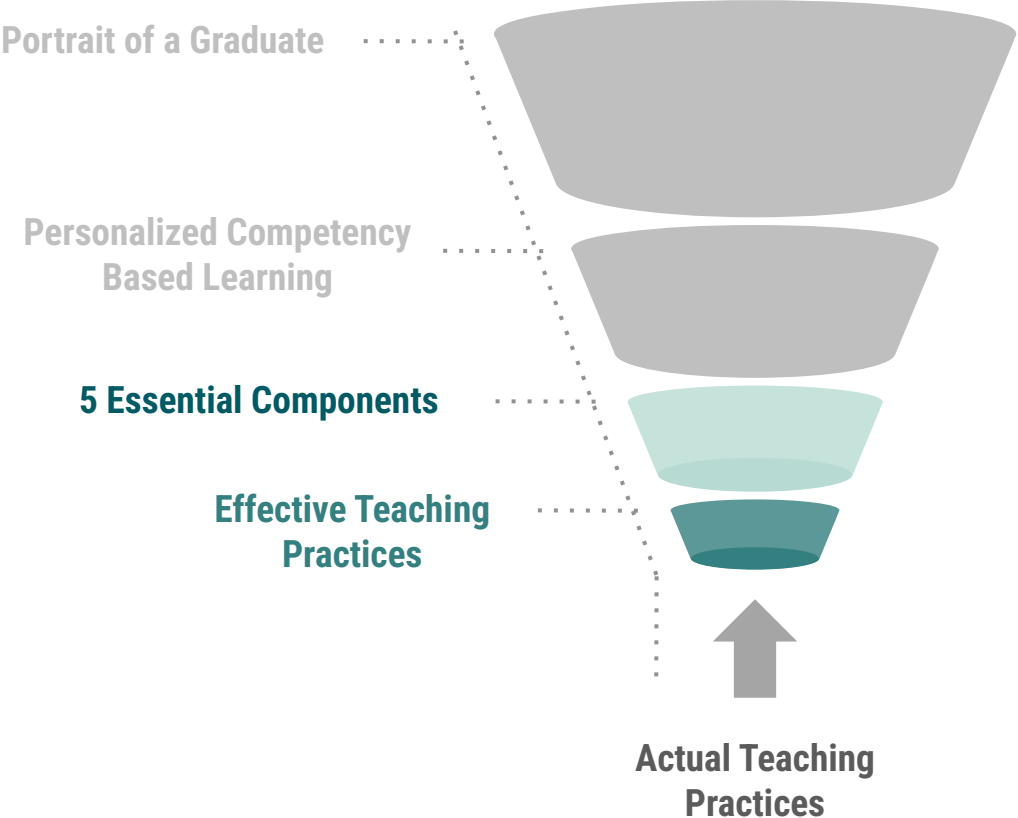
ADA compliant 4.18.2024 1 of 3



Notice?

Wonder?

Small Shifts to Big Effects



5 Essential Components of PCBL

Personalized Competency Based Learning



**Small, Actual
Teaching
Practice**



**Essential
Component**

5 Essential Components of PCBL

Personalized Competency Based Learning



1

CULTURE OF LEARNING

Each learner is supported by communities committed to creating the culture, structure, policies and instructional practices that engage them in their journey towards college, career and life readiness. By leveraging a learner's unique assets and interests, holding high expectations, executing teacher clarity and fostering meaningful relationships, an inclusive culture of learning allows each learner to define their pathway to success.

5 Essential Components of PCBL

Personalized Competency Based Learning



EVIDENCE-BASED PRACTICES

Educators:

- [Teacher Estimates of Achievement](#) (Effect Size [E.S.] 1.29)
- [Teacher Credibility](#) (E.S. 1.09)
- [Success Criteria](#) (E.S. 0.64)
- [Teacher Clarity](#) (E.S. 0.85)
- [Teachers Not Labeling Students](#) (E.S. 0.61)
- [Clear Learning Intentions](#) (E.S. 0.44)
- [Teacher-Student Relationships](#) (E.S. 0.62)
- [Teacher Expectations](#) (E.S. 0.58)
- [Belonging](#) (E.S. 0.46)
- [Strong Classroom Cohesion](#) (E.S. 0.66)

Students:

- [Curiosity](#) (Effect Size [E.S.] 0.74)
- [Transfer Strategies](#) (E.S. 0.75)
- [Prior Ability and Achievement](#) (E.S. 0.73)
- [Enjoyment](#) (E.S. 0.56)
- [Happiness](#) (E.S. 0.53)
- [Positive Self-Concept](#) (E.S. 0.46)
- [Attitude Towards Content Domains](#) (E.S. 0.45)

5 Essential Components of PCBL

Personalized Competency Based Learning



2

LEARNER AGENCY

Each learner develops understanding, skill and responsibility for the learning design and process in pursuit of achieving the characteristics of Utah's Portrait of a Graduate. Learner agency is achieved through a broad range of instructional strategies including goal setting, choice in learning pathways, voice in how to demonstrate competency, and learner self-assessment.

5 Essential Components of PCBL

Personalized Competency Based Learning



EVIDENCE-BASED PRACTICES

Educators:

- [Constructivist Teaching](#) (Effect Size [E.S.] 0.92)
- [Metacognition](#) (E.S. 0.52)
- [Appropriately Challenging Goals](#) (E.S. 0.60)
- [Cooperative Learning](#) (E.S. 0.53)
- [Goal Commitment](#) (E.S. 0.44)

Students:

- Strategy to Integrate with Prior Knowledge (Effect Size [E.S.] 0.93)
- [Effort Management](#) (E.S. 0.77)
- [Self-Directed Learning](#) (E.S. 0.67)
- [Self-Verbalization/Self-Questioning](#) (E.S. 0.58)
- Strategy Monitoring (E.S. 0.58)
- Deep Motivation and Approach (E.S. 0.57)
- Perceived Task Value (E.S. 0.46)
- [Peer and Self-Grading](#) (E.S. 0.96)
- Time on Task (E.S. 0.42)
- [Engagement](#) (E.S. 0.41)

5 Essential Components of PCBL

Personalized Competency Based Learning



3

DEMONSTRATED COMPETENCY AND ASSESSMENT

Each learner progresses through their learning based upon applying their knowledge, essential skills and dispositions. Timely, effective feedback and data from a variety of formative assessment processes are used to measure learner growth, progress and advancement based on high expectations.

5 Essential Components of PCBL

Personalized Competency Based Learning



EVIDENCE-BASED PRACTICES

Educators:

- [Deliberate Practice](#) (Effect Size [E.S.] 0.49)
- [Feedback Via Technology](#) (E.S. 0.55)
 - Reinforcement (E.S. 0.92)
 - Tasks/Procedures (E.S. 0.64)
 - Technology (E.S. 0.55)
 - Timing (E.S. 0.49)
 - Tests (E.S. 0.48)
 - Effects of Testing (E.S. 0.58)
- [Mastery Learning](#) (E.S. 0.67)
- [Interleaved Practice](#) (E.S. 0.46)
- [Peer Assessment](#) (E.S. 0.41)
- [Formative Assessment Process](#) (E.S. 0.40)

Students:

- Spaced Practice vs Mass Practice (Effect Size [E.S.] 0.65)
- [Engagement](#) (E.S. 0.41)
- Study Skills (E.S. 0.49)
- Practice testing (E.S. 0.46)

5 Essential Components of PCBL

Personalized Competency Based Learning



4

CUSTOMIZED SUPPORTS

Each learner is provided with or selects appropriate and timely support to achieve growth or competency and to engage in personalized learning pathways. These customized supports are based on data about the learner's demonstrated strengths, interests and needs.

5 Essential Components of PCBL

Personalized Competency Based Learning



EVIDENCE-BASED PRACTICES

Educators:

- [Collective Teacher Efficacy](#) (Effect Size [E.S.] 1.34)
- [Response to Intervention](#) (E.S. 0.73)
- [Microteaching/Video Review of Lessons](#) (E.S. 1.01)
- Planning and Prediction (E.S. 0.76)
- [Problem-Solving Teaching](#) (E.S. 0.61)
- [Explicit Instruction](#) (E.S. 0.59)
- [Scaffolding](#) (E.S. 0.52)
- [Flipped Classrooms](#) (E.S. 0.56)
- Intervention Programs (E.S. 0.50)
- [Enrichment Programs](#) (E.S. 0.49)
- [Small Group Learning](#) (E.S. 0.46)
- [Differentiation With UDL Focus](#) (E.S. 0.51)
- [Inquiry-Based Teaching](#) (E.S. 0.53)

Students:

- Jigsaw Method (Effect Size [E.S.] 1.20)
- [Classroom Discussion](#) (E.S. 0.82)
- Reciprocal Teaching (E.S. 0.74)
- Summarization (E.S. 0.74)
- Outlining and Summarizing (E.S. 0.71)
- Concept Mapping (E.S. 0.64)
- Re-Reading (E.S. 0.53)
- Note-taking (E.S. 0.51)
- Questioning (E.S. 0.49)
- Critical Thinking (E.S. 0.49)
- Underlining and Highlighting (E.S. 0.44)
- Advanced Organizers (E.S. 0.42)

5 Essential Components of PCBL

Personalized Competency Based Learning



5

SOCIAL EMOTIONAL LEARNING

Each learner is provided with opportunities to acquire and apply the knowledge, attitudes and skills necessary for understanding and managing their emotions; setting and achieving positive goals; feeling and showing empathy for others; establishing and maintaining positive relationships; making responsible decisions; and self-advocating. The development of these characteristics is critical for a student to learn to effectively work with others, overcome challenges and achieve success in multiple settings. Social Emotional Learning is intentionally and seamlessly integrated into classroom activities to allow students to continually build these skills.

5 Essential Components of PCBL

Personalized Competency Based Learning



EVIDENCE-BASED PRACTICES

Educators:

- [Belonging](#) (Effect Size [E.S.] 0.46)
- [Positive Peer Influence](#) (E.S. 0.53)
- [Problem Solving Teaching](#) (E.S. 0.61)
- [Teacher-Student Relationships](#) (E.S. 0.62)

Students:

- Concentration, Persistence, Engagement (Effect Size [E.S.] 0.53)
- Critical Thinking (E.S. 0.49)
- [Emotional Intelligence](#) (E.S. 0.50)
- Happiness (E.S. 0.53)
- Help Seeking (E.S. 0.72)
- Positive Self Concept (E.S. 0.46)
- Self-Control (E.S. 0.49)
- Self Efficacy (E.S. 0.65)
- Self Judgment and Reflection (E.S. 0.75)
- Self Regulation Strategies (E.S. 0.54)

Small Shift to Big Effects

Consistent Use of Data to Inform Instruction

1. Know standards, skills, scope, and sequence
2. Regularly monitor and discuss student learning
3. Share students
4. Maintain consistency
5. Pursue recent goals using data as evidence


High Team-Efficacy and Collaboration

1. Ground the work in data
2. Talk about students by name
3. Group across the grade level
4. Create time for formal and ongoing conversations
5. Focus on outcomes as a result of intentional instructional practice

Student Goal Setting and Monitoring

1. Develop a clear understanding of learning trajectories
2. Provide a physical method for students to record progress
3. Maintain a collection of student work to demonstrate learning
4. Celebrate growth and achievement
5. Utilize student progress and goals in student and parent conferences

Physical
documentation
where students
record progress



Utah's PCBL Framework:

ESSENTIAL COMPONENTS

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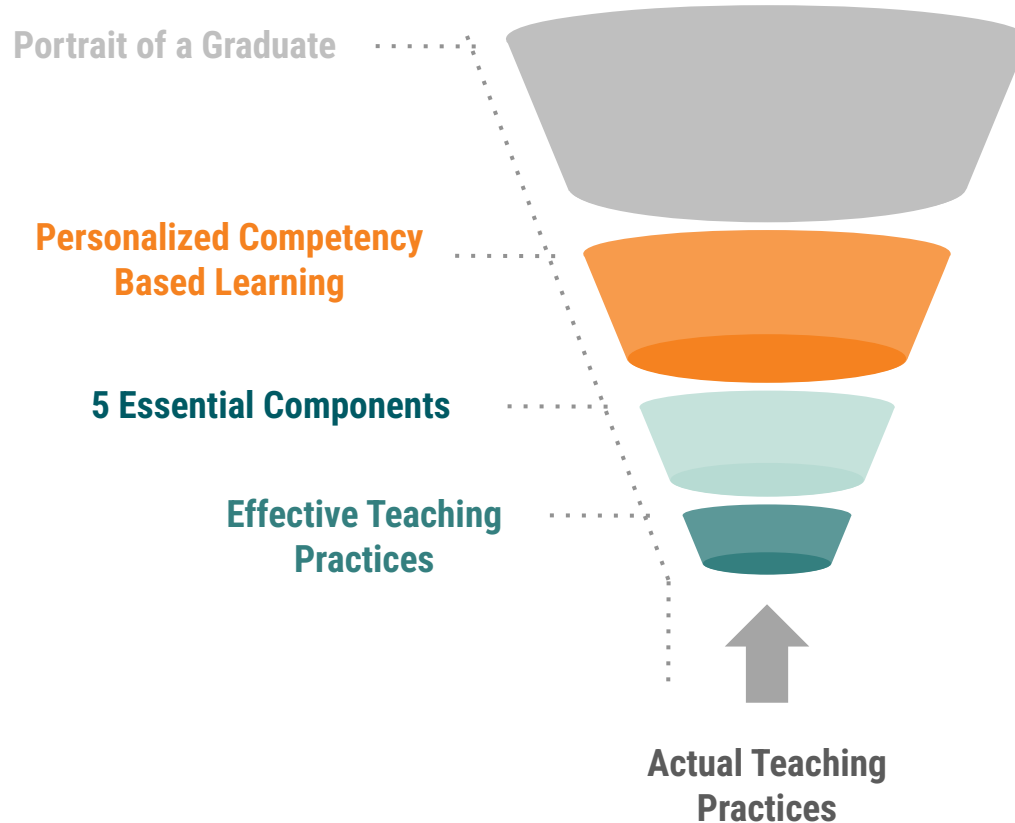
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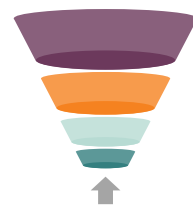


Small Moves = Big Effects

Small Shifts to Big Effects



Utah's Portrait of a Graduate



M **Mastery** is the ability to demonstrate depth of knowledge and skill proficiency.

A **Autonomy** is having the self-confidence and motivation to think and act independently.

P **Purpose** guides life decisions, influences behavior, shapes goals, offers a sense of direction, and creates meaning.

Utah's Portrait of a Graduate



Academic Mastery

Demonstrate a depth of knowledge in multiple subject areas to make informed decisions.



Wellness

Develop self-awareness, self-advocacy skills, and the knowledge to maintain healthy lifestyles that provide balance in life and improve physical, mental, social, and emotional well-being.



Civic, Financial & Economic Literacy

Understand various governmental and economic systems, and develop practical financial skills.



Digital Literacy

Adapt, create, consume, and connect in productive, responsible ways to utilize technology in social, academic, and professional settings.

Utah's Portrait of a Graduate



Communication

Communicate effectively through reading, writing, speaking, and listening to understand information in a variety of contexts, media, and languages.



Critical Thinking & Problem Solving

Access, evaluate, and analyze information to make informed decisions, recognize bias, and find solutions.



Creativity & Innovation

Imagine, visualize, and demonstrate creative practices, innovative solutions, and artistic expression.



Collaboration & Teamwork

Contribute ideas, perspectives, and experiences to cultivate a community of shared accountability and leadership.

Utah's Portrait of a Graduate



Honesty, Integrity, & Responsibility
Are trustworthy, ethical, reliable, and are accountable for the results they produce.



Hard Work & Resilience
Set personal goals, apply best efforts to achieve them, and persevere when faced with challenges and setbacks.



Lifelong Learning & Personal Growth
Continue to seek knowledge and develop skills in all settings.

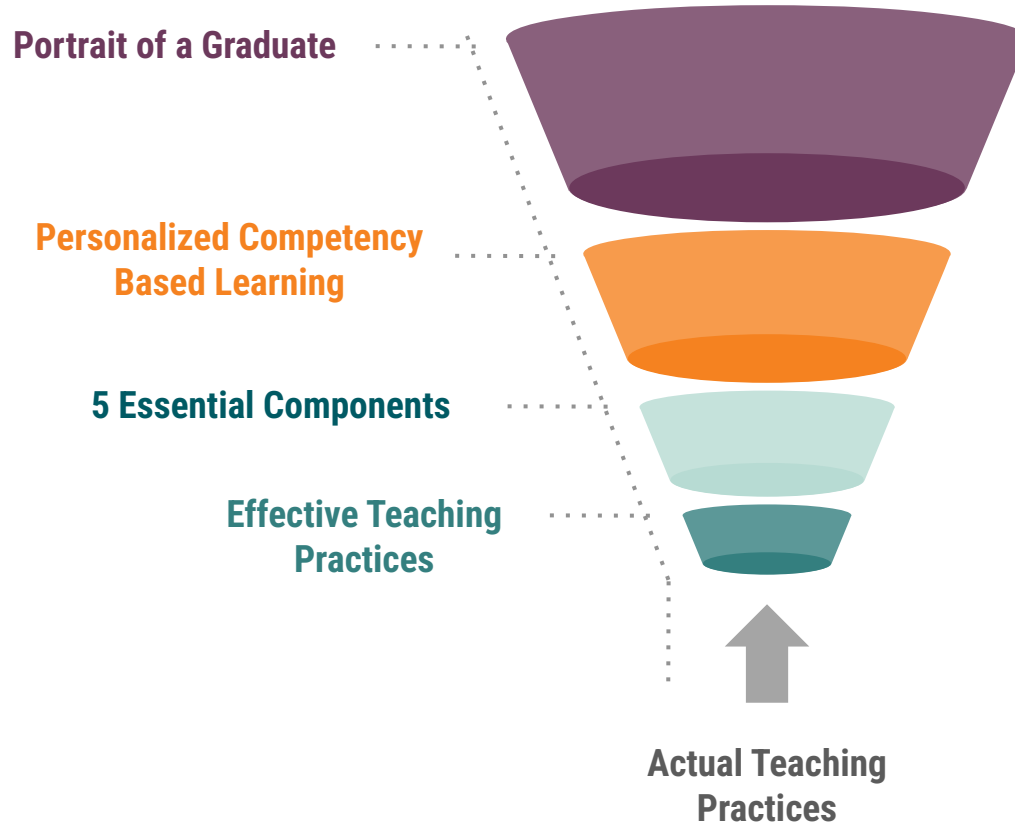


Service
Seek opportunities to help when assistance is needed and act without expecting compensation or recognition.



Respect
Acknowledge differences by looking for the good in everyone, including oneself, and show due regard for feelings, rights, cultures, and traditions.

Getting Big



Resources

www.schools.utah.gov/curr/pcbl

Personalized, Competency-Based Learning (PCBL)

[Utah's PCBL Framework](#)

[PCBL Resources](#)

[PCBL Summit](#)

[PCBL EBPs](#)

[Grant Programs](#)



PCBL Resources

[Board Strategic Plan](#)

[Utah Effective Teaching Standards](#)

[Evidence-Based Practice Playing Cards](#)

Google Doc

[Guide to Education Flexibility in Utah](#)

[Portrait of a First-Year Teacher](#)

[The 5 Es for Families](#)

[The Future of Utah's State Assessment System: Recommendations from the Utah](#)

[Utah Core Standards](#)

[Utah Multi-Tiered System of Supports \(L](#)

[Utah's High Quality Instructional \(HQI\) C](#)

[Utah's Portrait of a Graduate](#)

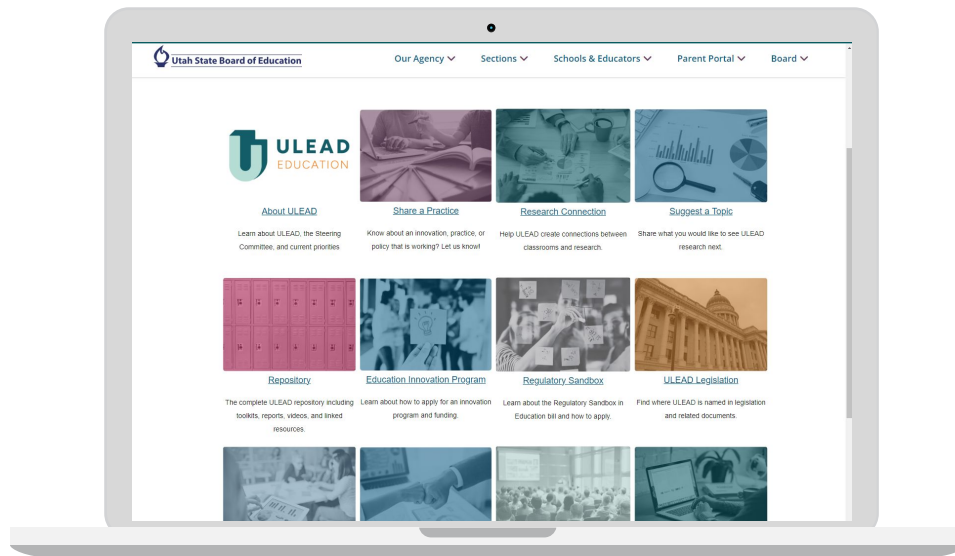
[Utah Portrait of a Graduate Compe](#)

[Utah Talent: Mastery, Autonomy, P](#)

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Resources

schools.utah.gov/ulead



Repository or Reports

bit.ly/SmallMove

Resources

www.schools.utah.gov/ulead



[Repository](#)

The complete ULEAD repository including toolkits, reports, videos, and linked resources.



[Education Innovation Program](#)

Learn about how to apply for an innovation program and funding.



[Regulatory Sandbox](#)

Learn about the Regulatory Sandbox in Education bill and how to apply.



[Reports](#)

Within the repository, read the latest reports from research partners and Utah practitioners.



[Research Partners](#)

Meet the researchers and practitioners that support ULEAD.



[ULEAD Events](#)

Find upcoming and past ULEAD events and opportunities.

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Resources

www.visiblelearningmetax.com

CORWIN Visible Learning MetaX™

Version 1.3 – Updated November 2024



[About MetaX](#)



[View All Influences](#)



[Influence Glossary](#)



[Frequently Asked Questions](#)

View Influences by Domain

Student

Factors relating to background, beliefs and physical influences.



Home

Factors relating to family resources, structure, and environment.



School

Factors relating to school type, pre-school, school composition, & leadership.



Classroom

Factors relating to class composition, giftedness, and classroom influences.



Teacher

Factors relating to teacher attributes, teacher-student interactions, and teacher education.



Curricula

Factors relating to various curricula programs.



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One Small Move Commitment



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Connecting to Best Practice

Small Moves, Big Effects



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