What Personalized Learning Is, Why it Matters, and How to Grow It

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WHAT PERSONALIZED LEARNING IS…

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What do you think personalized learning is?

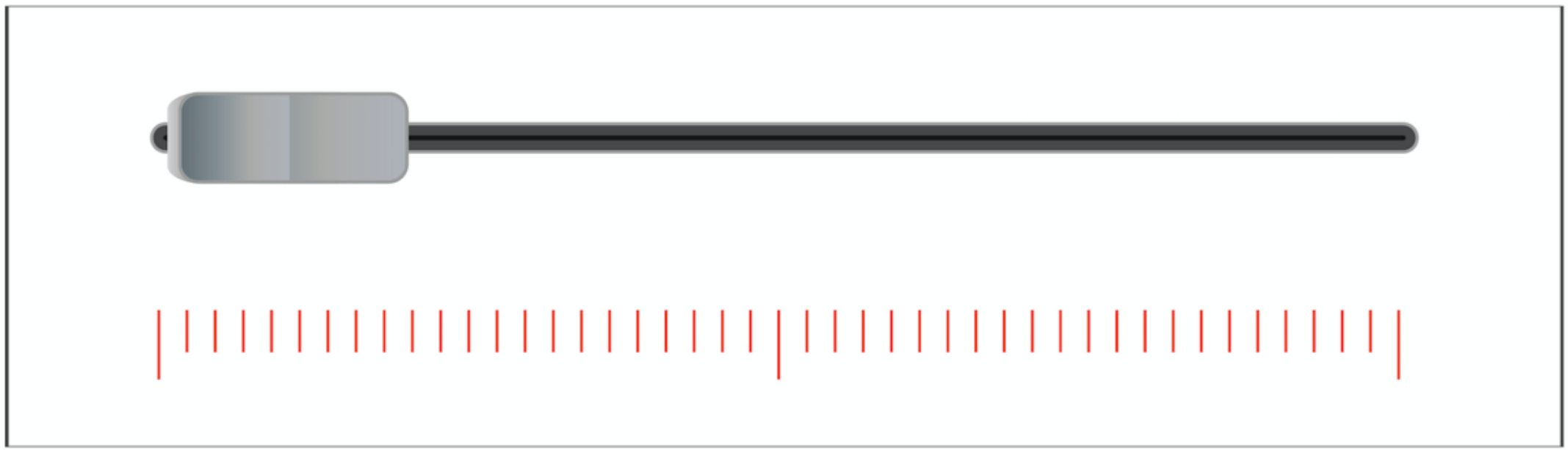
Table Topic Conversation: Opportunities you already engage students in to personalize learning in your classroom, at your school, or district?

“Personalized learning is a progressively student-driven model where students deeply engage in meaningful, authentic, and rigorous challenges to demonstrate desired outcomes.”

— *Zmuda, Curtis and Ullman (2015)*

Definition of Personalized Learning

Progressively Student-Driven



Teacher Generated

Teacher &
Student Co-Created

Student Generated

Related BUT NOT SYNONYMS w/ Personalized Learning

INDIVIDUALIZED	DIFFERENTIATED
Student controls the pace of the topic as well as when to demonstrate mastery.	Student selects from a range of content, process, and/or product options to meet the requirements.
Teacher/software platform drives instruction through tasks and related lesson plans.	Teacher tailors instruction based on individual student need and preference.

Definition of Habits of Mind

Characteristics of what intelligent people do when they are confronted with problems, the resolutions to which are not immediately apparent.

— *Costa and Kallick (2008)*

1. Persisting

Stick to it!

Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.

2. Managing Impulsivity

Take your time!

Thinking before acting; remaining calm, thoughtful and deliberative.

3. Listening with understanding and empathy

Understand others!

Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.

4. Thinking flexibly

Look at it another way!

Being able to change perspectives, generate alternatives, consider options.

5. Thinking about your thinking

(Metacognition)

Know your knowing!

Being aware of your own thoughts, strategies, feelings and actions and their effects on others.

6. Striving for accuracy

Check it again!

Always doing your best. Setting high standards. Checking and finding ways to improve constantly.

7. Questioning and problem posing

How do you know?

Having a questioning attitude; knowing what data are needed & developing questioning strategies to produce those data. Finding problems to solve.

8. Applying past knowledge to new situations

Use what you learn!

Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.

9. Thinking & communicating with clarity and precision

Be clear!

Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.

10. Gather data through all senses

Use your natural pathways!

Pay attention to the world around you Gather data through all the senses. taste, touch, smell, hearing and sight.

11. Creating, imagining, and innovating

Try a different way!

Generating new and novel ideas, fluency, originality

12. Responding with wonderment and awe

Have fun figuring it out!

Finding the world awesome, mysterious and being intrigued with phenomena and beauty.

13. Taking responsible risks

Venture out!

Being adventuresome; living on the edge of one's competence. Try new things constantly.

14. Finding humor

Laugh a little!

Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.

15. Thinking interdependently

Work together!

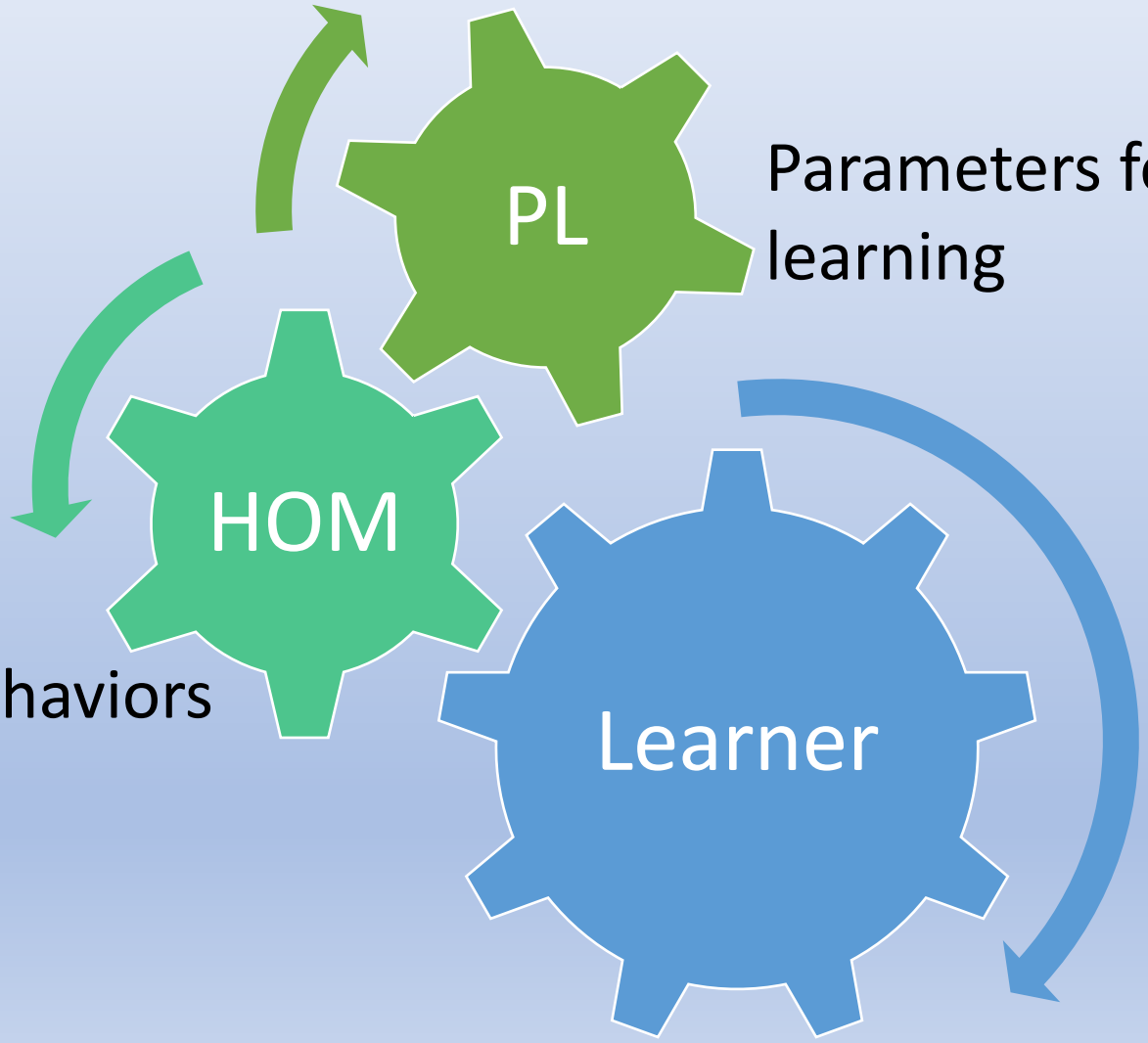
Being able to work in and learn from others in reciprocal situations. Team work.

16. Remaining open to continuous learning

Learn from experiences!

Having humility and pride when admitting we don't know; resisting complacency.

How They Fit Together

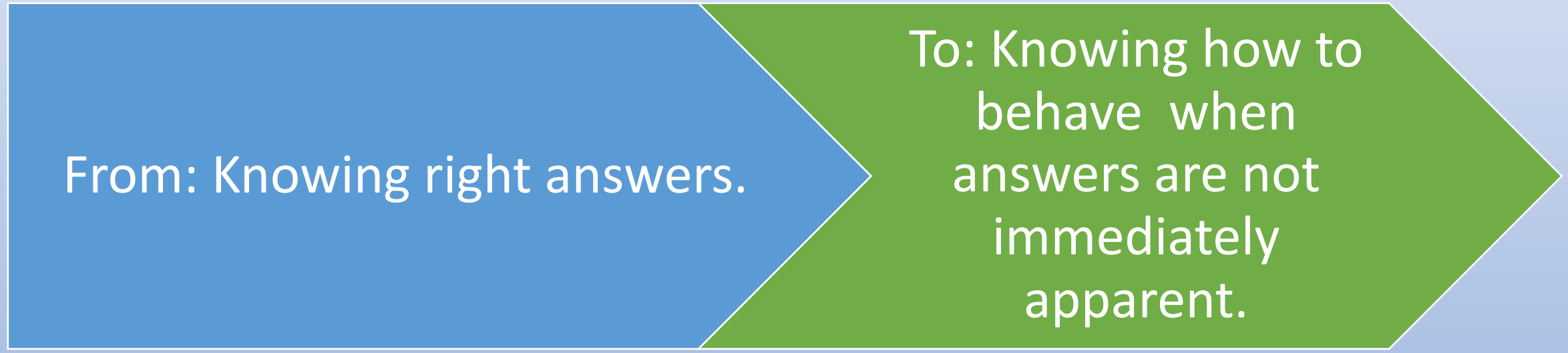


Parameters for the design of learning

Explicit thinking behaviors

WHY PERSONALIZED LEARNING MATTERS…

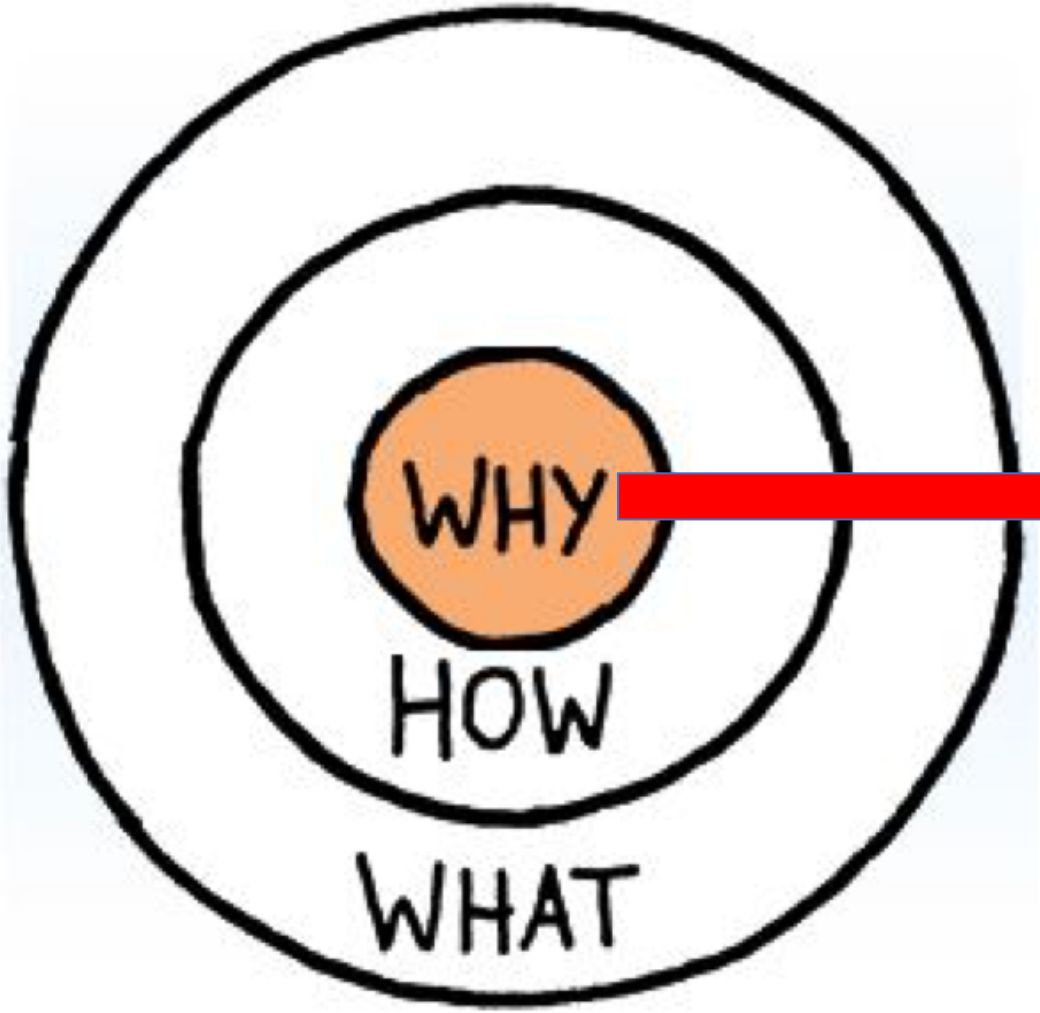
Curriculum and Instructional Mind Shift



“The future belongs to a very different kind of person with a very different kind of mind — creators and empathizers, pattern recognizers and meaning makers.”

— *Daniel Pink*

Why Personalized Learning…



What's your why?

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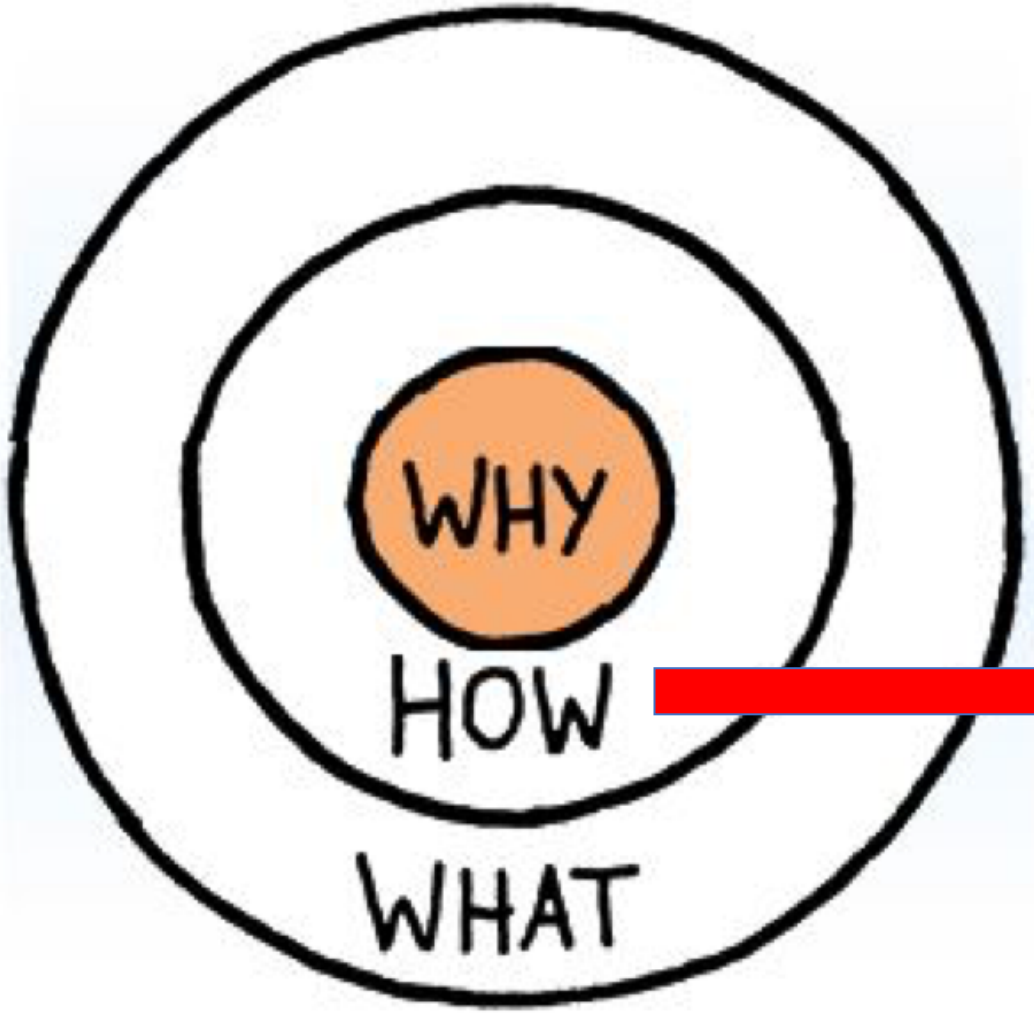
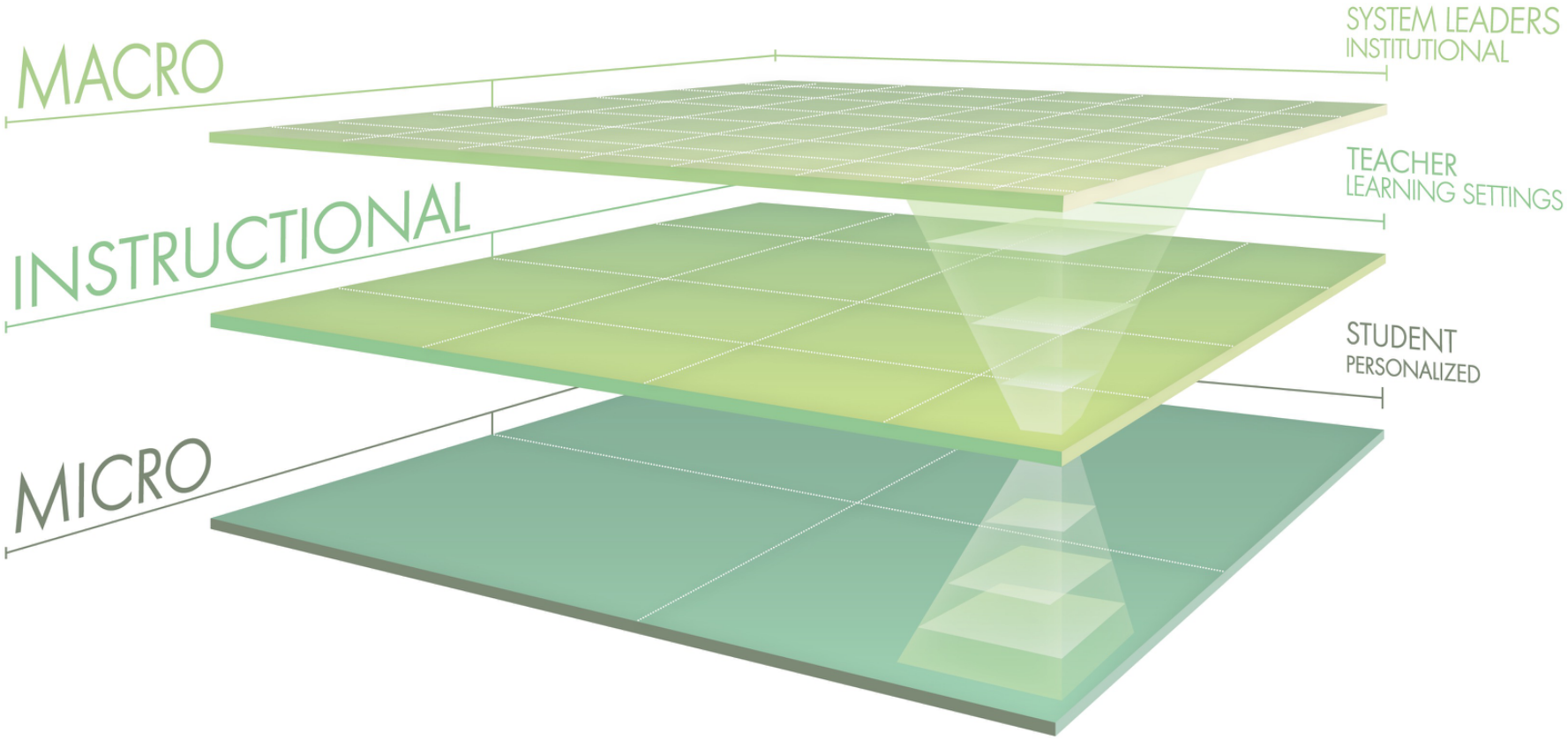
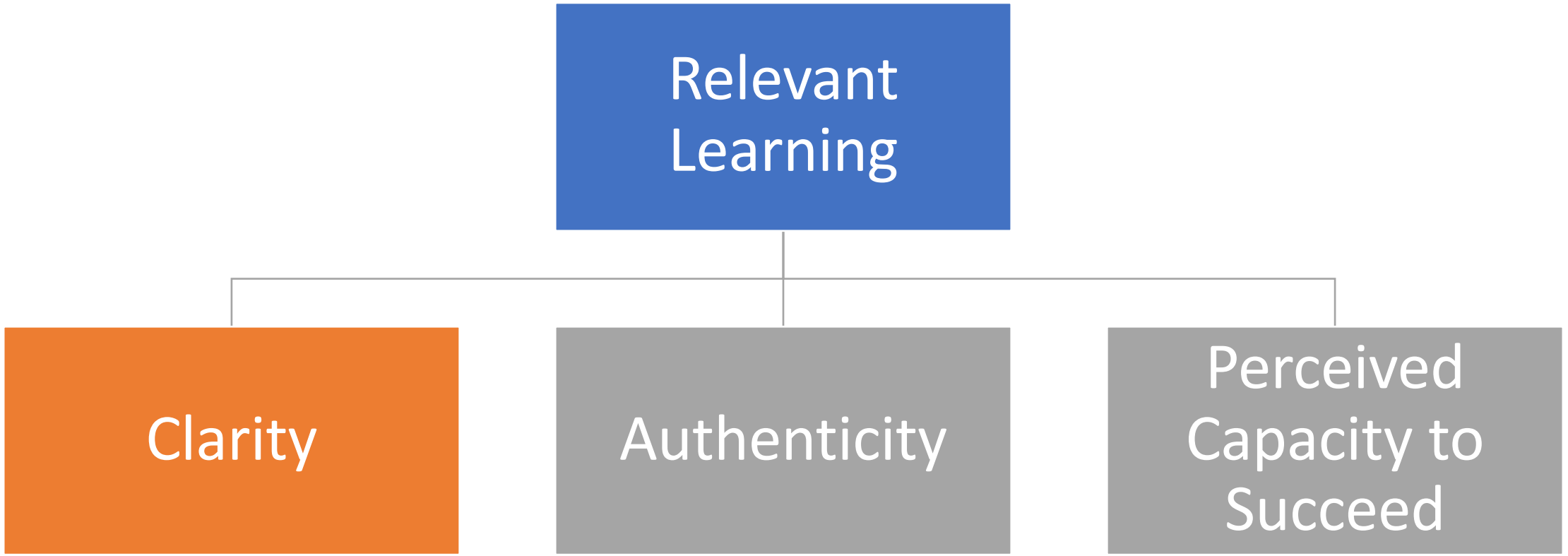
How to Grow Personalized Learning…



Create a culture of relevant learning.

Interconnected Systems Choices



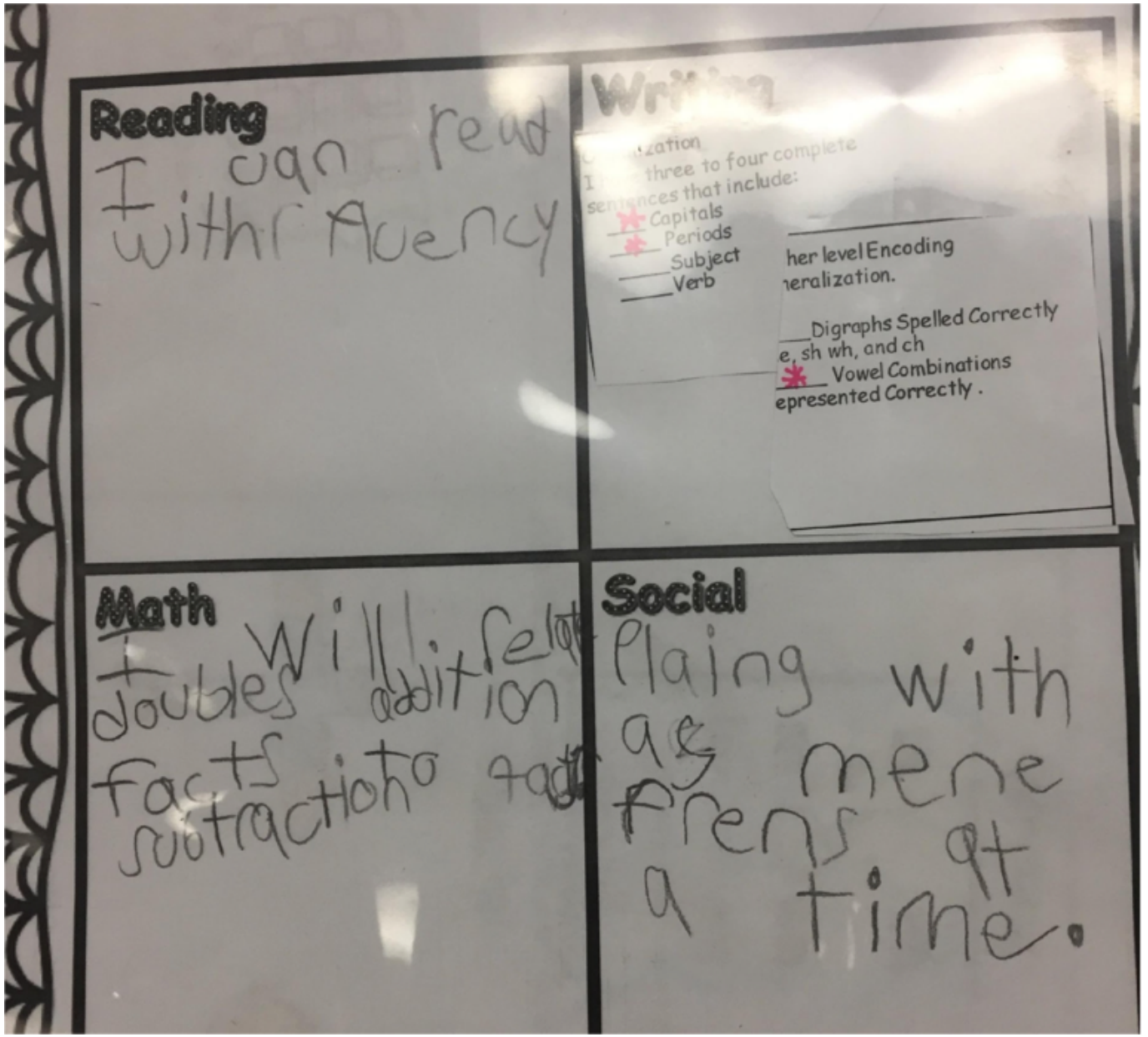

Relevant Learning
Clarity
Authenticity
Perceived Capacity to Succeed

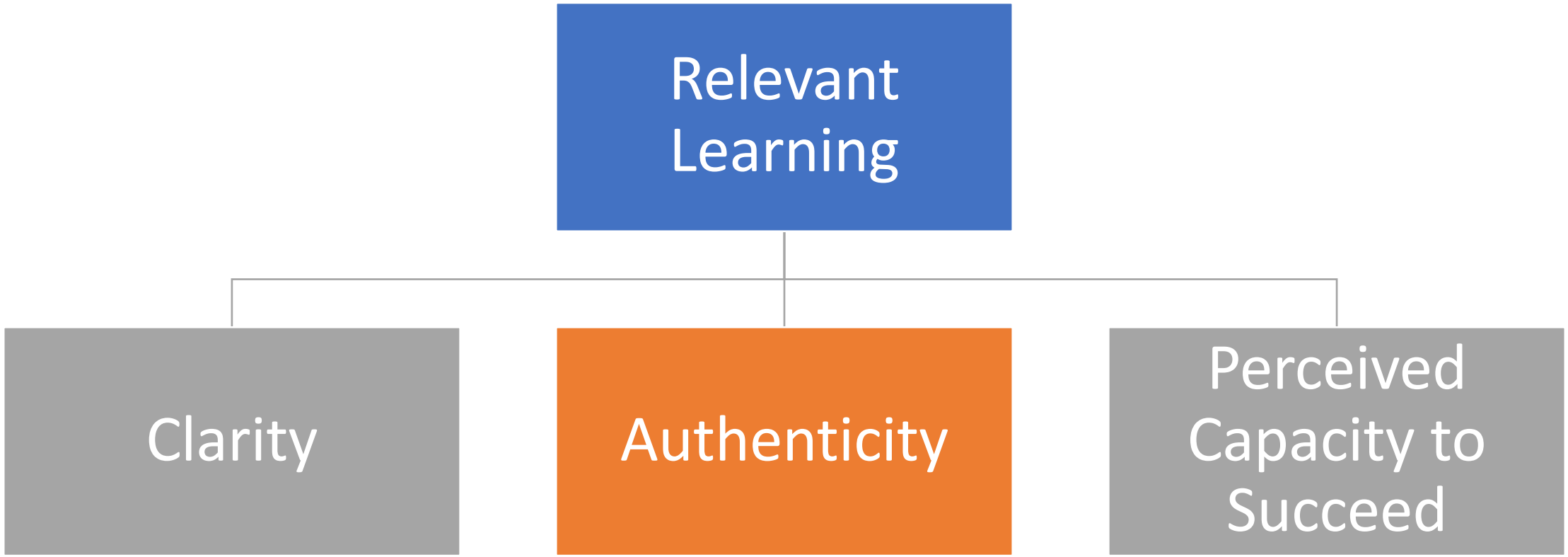
Short Term, Long Term Clarity

- What are you asking me to do?
- Why are you asking me to do it?

Communicating with clarity and precision

Example: 1st Grade Goal Setting

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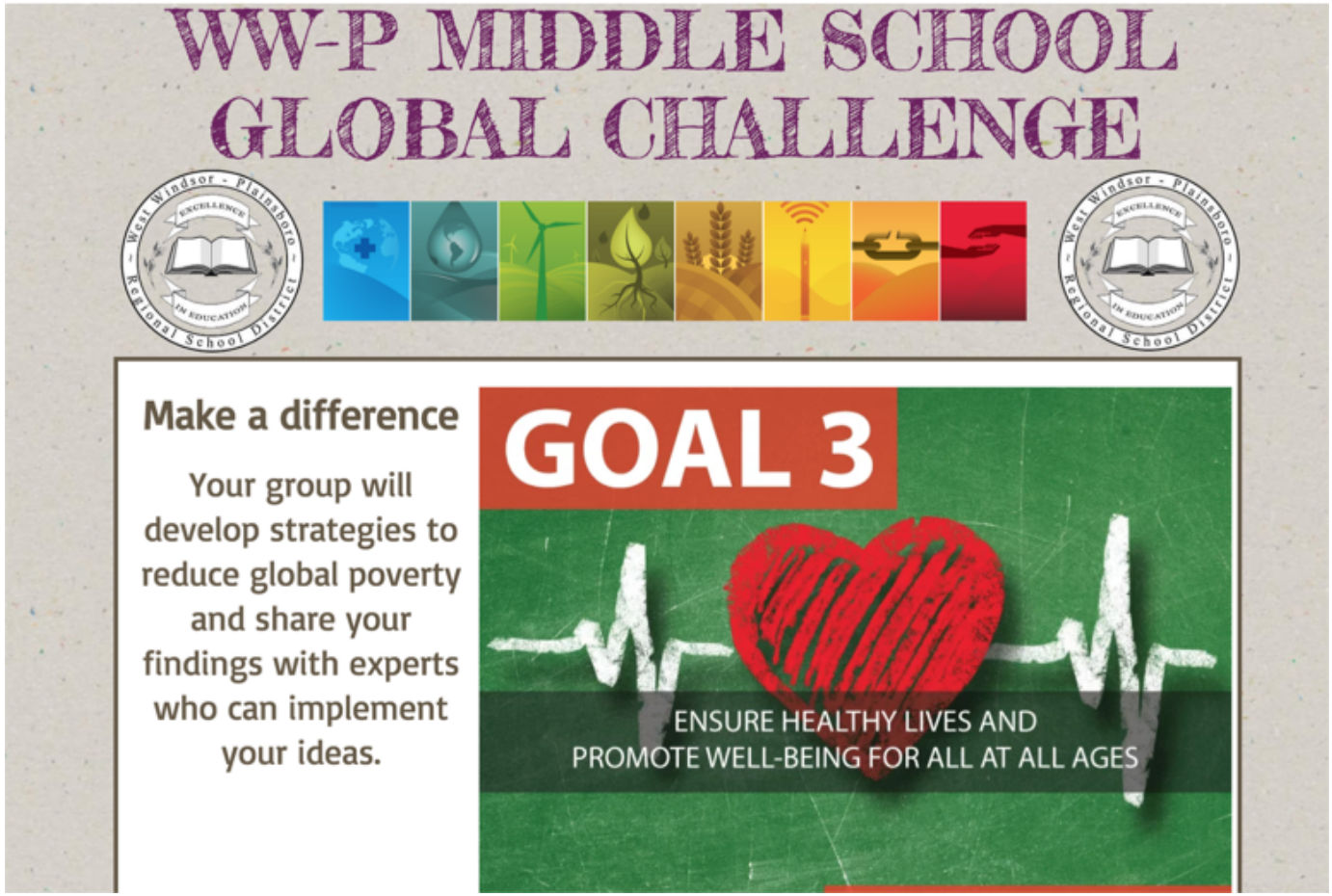
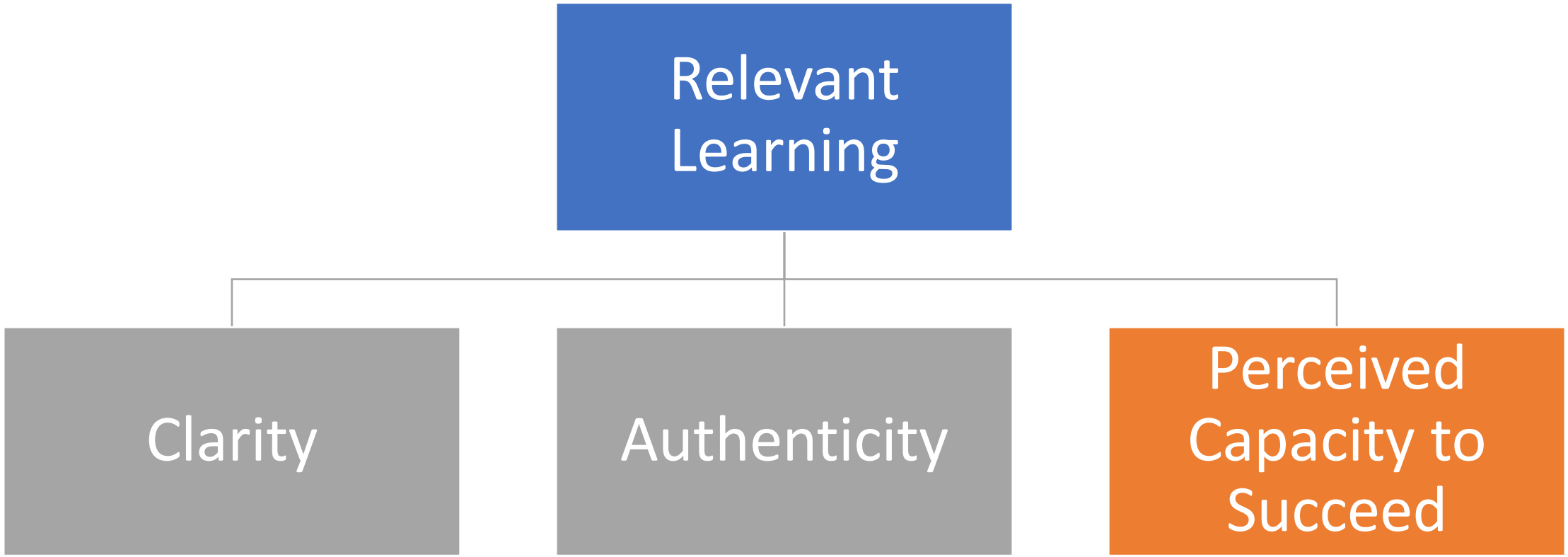
Power of Authenticity

- Authentic problems, challenges, issues, ideas *using Applying Past Knowledge to New Situations; Questioning and Problem Posing, Gathering Data through Senses*
- Authentic opportunities to network, monitor progress, determine next steps, *using Persisting, Thinking Interdependently, Thinking about Thinking*
- Authentic forms and audiences for presentation and refinement *using Creating, Imagining and Innovating; Taking Responsible Risks; Striving for Accuracy; Responding with Wonderment and Awe*

SUSTAINABLE DEVELOPMENT GOALS
1 NO POVERTY
2 ZERO HUNGER
3 GOOD HEALTH AND WELL-BEING
4 QUALITY EDUCATION
5 GENDER EQUALITY
6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY
8 DECENT WORK AND ECONOMIC GROWTH
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
10 REDUCED INEQUALITIES
11 SUSTAINABLE CITIES AND COMMUNITIES
12 RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION
14 LIFE BELOW WATER
15 LIFE ON LAND
16 PEACE, JUSTICE AND STRONG INSTITUTIONS
17 PARTNERSHIPS FOR THE GOALS
SUSTAINABLE DEVELOPMENT GOALS
Developed in collaboration with TROLLBÄCK + COMPANY | TheGlobalGoals@trollback.com | +1.212.529.1010
For queries on usage, contact: dpicampaigns@un.org

Example: 8th Grade Global Challenge

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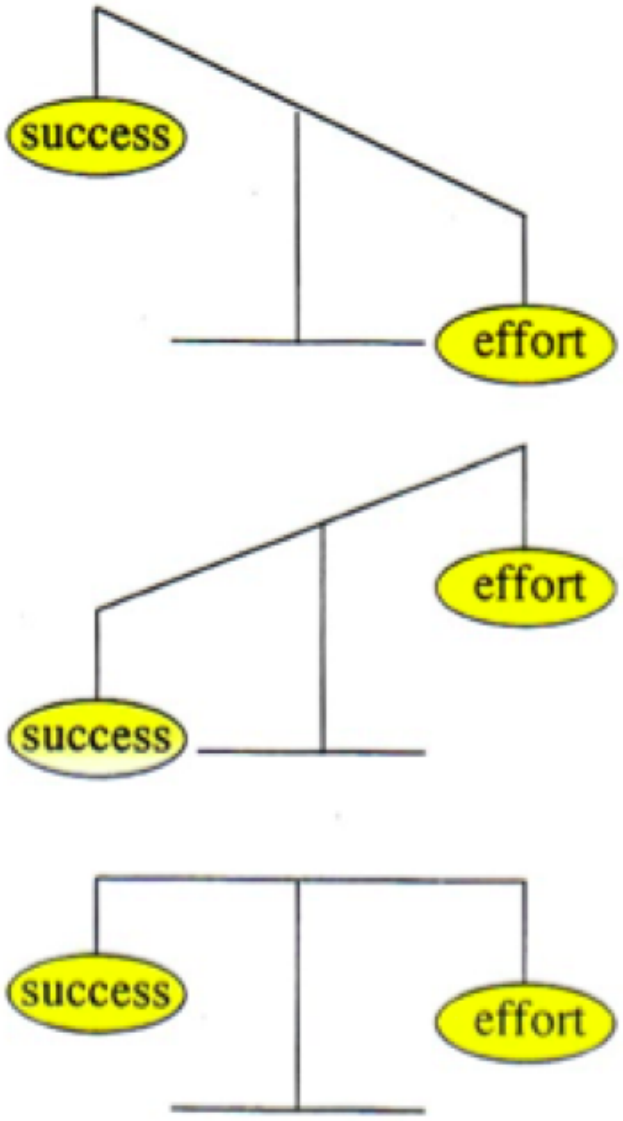


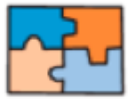
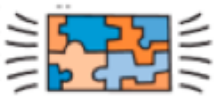
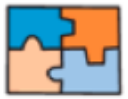
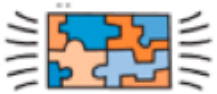
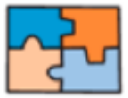
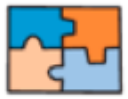
Learner Perception: Balancing Act

Thinking about Your Thinking

Teacher Perception: Honoring Learners by Design

- *Who is in front of me?*
- *What is it that you need?*
- *How can I design work specifically for you to help you reach the learning goal?*

Problem Solving: Problem/Solution
Mathematics Grades 2-5 College and Career Rubric

Learning Goal	Novice – 1	Emerging - 2	Proficient - 3	Exemplary - 4
I understand the problem.	I read the problem but did not understand what it was asking.	I read the problem and tried to figure out what was important.	I read the problem and identified what was important. 	I read the problem and identified what was important and the idea behind it. 
I have a plan to solve this problem.	I selected a strategy to solve the problem, but it didn't work, so I didn't finish.	I selected a strategy to solve the problem, but needed assistance to get unstuck.	I came up with a strategy, used it on my own, and it worked. 	Through lots of revision, I came up with a strategy that worked or I came up with another way of solving it. 
I use mathematical language (numbers, symbols, vocabulary, and representations) to show my thinking.	I used mathematical language, but it didn't help me solve the problem.	I used accurate mathematical language but had minor errors.	I used accurate mathematical language to solve the problem correctly. 	I used efficient and/or sophisticated mathematical language to solve the problem correctly.
I explain how my answer makes sense for this problem. **I examine someone else's answer to see if it makes sense for this problem.**	I explained my answer, but it didn't make sense.	I explained my thinking by restating the steps I took for this problem.	I justified why my answer makes sense for this problem. 	I justified why my answer makes sense for this problem and made connections to other types of problems (within and beyond math).

Example: Precalculus

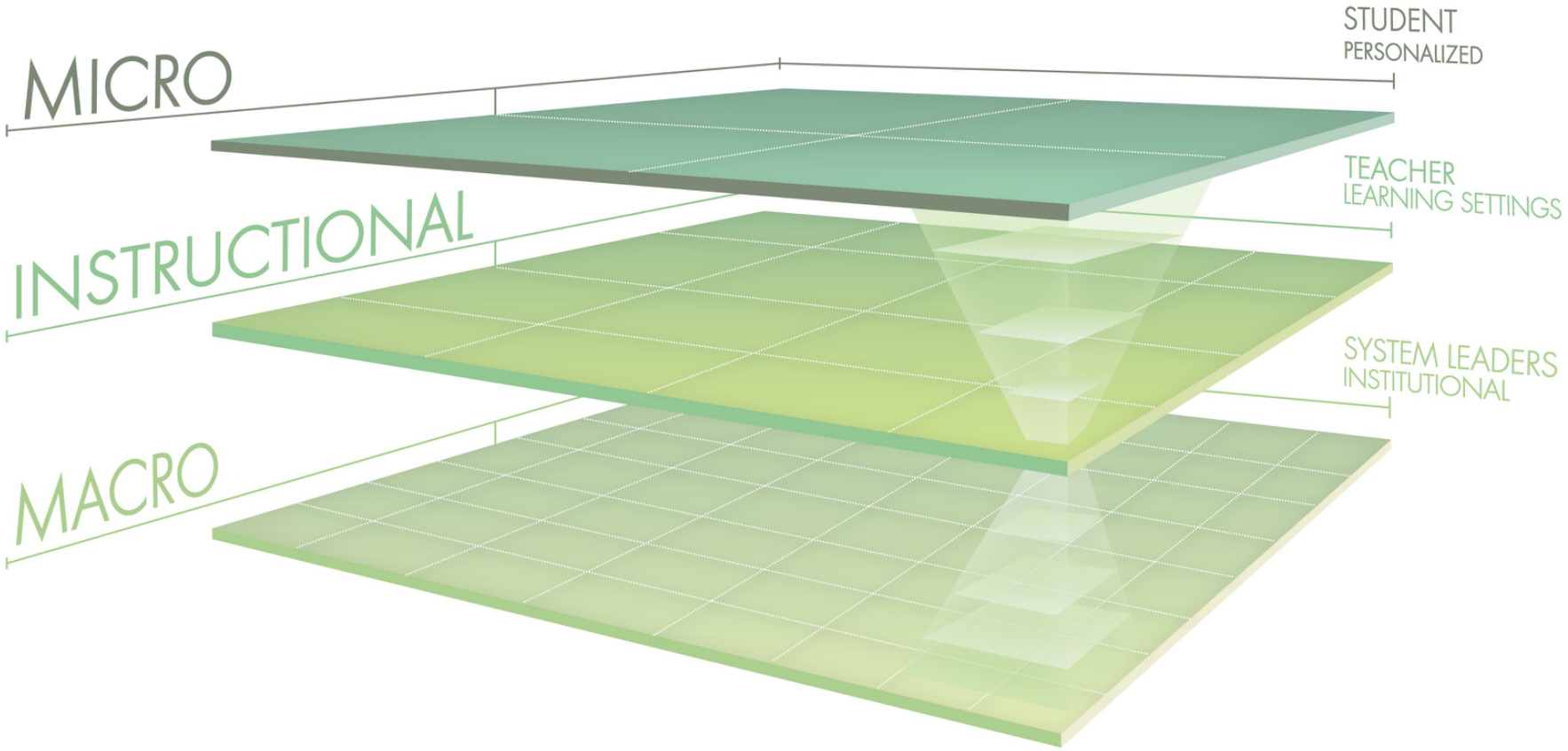
d. What content do you feel that you need more growth in?

I need to keep practice on testing for symmetry because the I did not really understand it until the night before the test and at that point it was more of a memorization than a conceptual learning point. Also, it was one of the things I had gotten wrong, and the reason I got it wrong was because on my "notes" on the top of the test and in my mind I had rushed and thought oh (x,y) -> (-x,y) was x-axis symmetry because it involves a change in x. However, if I really understood it I would've realized that x and -x are opposite sides of y axis therefore a reflection over y deeming it to have symmetry with respect to the y-axis symmetry. I also need to continue to practice safe transformations because although it worked on this test it will not work on most problems.

Example: Research Writing

	Learning Target	Learning Strategy Options
1	**Topic:** I can clearly **state a question** or issue.	A. Watch a video on Developing a Research Question and take notes. B. Reread Worksheet 5.2 on how to refine an inquiry question and follow the checklist. C. [Create your own!]
2	**Development:** I can develop the topic by selecting the **most significant and relevant facts,** concrete details, quotations, or other information my audience might need.	A. Reread a Model Source and annotate the types of quotations and facts they include. B. Watch a video on how to Find Credible Sources to ensure that your paper has relevant facts. C. Read this student example and model how they include relevant details and quotations. D. Reread an article about your topic and write three facts you learned. E. [Create your own!]

Interconnected Systems Choices



Attributes to Personalize

Teacher Generated

Teacher &
Student Co-Created

Student Generated

Relevant learning experiences designed for meaning making and application

Passion Projects
Genius Hour
Science Fair
Capstone Project

Portfolio/Exhibition

Performance Tasks
Project Based Learning

Personalized Learning Hen County, Georgia

Is....	Is NOT...
A Philosophy	A Program
Commitment to Student and Teacher Agency	Chaotic classrooms
Based on research and best instructional practices	Kids teaching themselves
Clear definitions of mastery and flexible pathways	Prescriptive pathways
More small group instruction based on kids needs	One-size-fits-all
Enabled by technology	Plan to replace teachers w/ computers
Flexible pacing with guardrails	Kids move at any pace (or no pace)
More rigorous expectations (DOK 3 or 4)	Kids choosing the “easiest” assignment available
Flexible spaces that match learning experiences	Maker Spaces, STEM labs as a requirement