



Personalized Learning Academy

Introduction to Personalized Learning

Center on Innovations in Learning
Florida and the Islands Comprehensive Center

Virgin Islands Department of Education
2016



Personalized Learning in St. Thomas / St. John

- Partners:
 - VIDE
 - St. Thomas / St. John School District
 - Florida & Islands Comprehensive Center
 - Center on Innovations in Learning
- Carrying Out VIDE's *Strategic Direction*

VIDE has a new strategic direction, something like a strategic plan, that the Governor endorsed and that calls for more personalized learning in our schools. The Florida & Islands Comprehensive Center (FLICC) and the Center on Innovations in Learning are working this year with the St. Thomas / St. John School District to begin our implementation of personalized learning. The whole, year-long experience is called the Personalized Learning Academy. Our session today is the Introduction to Personalized Learning.

Big Goals for 2016-17

- All STTJ personnel will become knowledgeable about personalized learning
- Teams of teachers at each school will begin “personalizing” lesson plans
- Teachers will share and discuss personalized lessons

In early October, the Center on Innovations in Learning trained STTJ's Reading Specialists and high school Department chairs to be Personalized Learning Trainers and work with teachers this year. We are now providing this introduction to personalized learning for all personnel in the district. Later this school year, we will introduce personalized learning strategies to teams of teachers in each school.

Agenda or Where We Are Headed in this Session...

- Introduction to Personalized Learning
 - Personal Competencies
 - Competency-Based Education
 - Learning Technology
- Next steps for Teachers on PL Teams



This is the agenda for our session today—Introduction to Personalized Learning.



Outcomes or Where We Will End Up

At the conclusion of this session, we will:

- ✓ Be able to define and describe Personalized Learning
- ✓ Know the next steps in the Personalized Learning Academy
 - What PL Trainers (Reading Specialists and Department Chairs) do and when
 - What teachers and teacher teams do and when

Also, this is a set of objectives for our session today.



1

Personalized Learning

What Is It?

Introduction to this session: What is Personalized Learning? We personalize learning for every student, and in doing so we reach each student in different ways, fitting their needs and aspirations.

What is Personalized Learning?

Personalization refers to:

1. a teacher's **relationships** with students and their families
2. the use of **multiple instructional modes** to scaffold each student's learning, and
3. enhancing the student's **personal competencies** [cognitive, metacognitive, motivational, social/emotional].
4. **varies** the time, place, and pace of learning for each student,
5. **enlists the student** in the creation of learning pathways, and
6. **utilizes technology** to support, enhance, manage, and document the learning process and access rich sources of information.

Twyman & Redding, 2015

Here are 6 parts to a definition of personalized learning. Another way of saying it is that these are 6 ways to personalize learning.

Influencing Jeffrey



Materials Needed: Printed copies of the Guided Notes including Jeffrey's story.

Facilitator's note: Allow about 5 minutes for participants to read Jeffrey's story or sense when they are finished reading.

Let's meet a student named Jeffrey. In your Guided Notes, you will find a short story about Jeffrey. Please take a few minutes to read the story. Then we will discuss it.

Jeffrey's Story



What did Ms. Johnson see in Jeffrey?

What did she *do* to develop Jeffrey as a learner?

In what ways did she *personalize* learning for Jeffrey?

Facilitator's Note: Either in small groups or as a whole group, discuss the three questions. If discussed in smaller groups, have several groups report out answers as time allows.

From the group as a whole, discuss the three questions.

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Twyman & Redding, 2015

Let's look again at the definition of personalized learning. How many of these ways to *personalize* learning did Ms. Johnson employ?

Relational Suasion



Relational Suasion - the teacher's (or other respected adult's) ability to influence a student's learning and personal competencies by virtue of their personal knowledge of, and interaction with the student and the student's family.

Redding, S. (2014). Personal competencies in personalized learning. Philadelphia, PA: Temple University, Center on Innovations in Learning.

Nothing matters more to a student's learning than the teacher. The teacher's *relational suasion* is key to the teacher's ability to personalize learning.

Personalized Learning

Three **Big** Buckets



There are three big buckets that hold all that Personalized Learning contains, all 6 parts of the definition. We will touch on each of them briefly now, and then we will go deeper into each of them.

Personal Competencies



Personal Competencies

What I Know (Cognitive Competency)

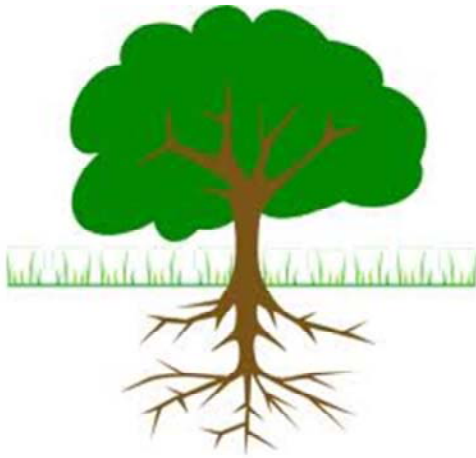
How I Learn (Metacognitive Competency)

Why I Learn (Motivational Competency)

Who I Am (Social/Emotional Competency)

The four Personal Competencies are listed here: Cognitive, Metacognitive, Motivational, and Social/Emotional.

Personal Competencies: *The roots of learning*



Mastery

Knowledge and Skill

Personal Competencies

Cognitive

Metacognitive

Motivational

Social/Emotional

The Personal Competencies are the roots of learning. They are below the surface. But they make learning happen, and the learning is shown as mastery of knowledge and skill.

Competency-Based Education



An essential component of a competency-based approach to personalized learning is:

- **variation in the time, place, path, pace, practice, and trace of learning.**

Competency-based education is an aspect of personalized learning. For teachers, that means using strategies to vary time (when students learn), place (where students learn), path (how students get to their goals/meet competencies), pace (the rate at which students obtain their goals/meet competencies), practice (how students are taught, how they learn), and trace (how student learning/competencies met are observed, measured, or demonstrated/assessed).

CBE

Transitioning away from seat time, in favor of a flexible structure that allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning.



We can use CBE to personalize learning

This definition stresses the idea that time is flexible while learning is held constant. It is the essential feature of CBE.

It also allows us to personalize CBE, because students do move at their own pace.

Students can/should have an active voice in knowing when they are ready to move on, and knowing when they have mastered content or a skill.

It is also known as competency-based learning, mastery-based learning, proficiency based learning.

BIG CONCEPT

Competency-based education, or CBE, supports the idea that:

_____ varies while

_____ is held constant.

*Guided Notes Question

Competency-based education, or CBE, supports the idea that: **TIME varies while LEARNING is held constant.**

Have participants choral respond to fill in the blanks. Repeat until firm. Ask participants what this statement means to them.

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Learning Technologies



Personalized learning is made practical by technology that:

- ✓ increases the range and possibilities of instructional content;
- ✓ organizes and helps individualize curricular content;
- ✓ facilitates differentiation;
- ✓ opens vast and diverse avenues of learning;
- ✓ provides ongoing measures, and ultimately confirms mastery, and
- ✓ assists with communication and shared awareness.

Technology should support learning and instructional goals, not drive them.



Use of Technology Tools

- Blended learning and flipped learning
- Online learning (anywhere, any time, any place)
- Measuring learning
- Online testing for mastery
- MOOCs (massive, open, online courses), and other Internet-enabled methods.
- Predictive analytics are applied to continuously adjust learning tasks to demonstrated mastery, build in review spirals, and ensure each student's sufficient background of skill and knowledge before moving forward.

Here are a few ways technology can support personalized learning. Are any of these familiar to you? Which? What does it mean?

2

A Deeper Dive

Into the 3 Buckets of Personalized Learning

We will now go deeper into Personal Competencies. Then we will do the same in Competency-Based Education and Learning Technologies.

A young girl with dark hair and a gentle smile has her eyes closed. She is positioned in front of a dark chalkboard. The chalkboard is covered with white chalk drawings: a large planet with rings and spots in the upper right, a sun with rays in the middle right, a city skyline at the bottom right, a rocket ship on the left, and a large astronaut helmet in the center, which frames the girl's face. A dark blue rectangular box with the text 'Personal Competencies' is overlaid on the top left of the image. A vertical bar with three colored segments (dark blue, teal, and light green) is on the far left edge.

Personal Competencies

What each student uses to succeed as a learner we call the student's personal competencies.

What the Research Tells Us

Most Influential School/Environment Effects and Student Attributes

1. Classroom Management
 2. Metacognitive Processes
 3. Cognitive Processes
 4. Home Environment/Support
 5. Student-Teacher Social Interactions
 6. Social/Behavioral Attributes
 7. Motivational-Affective Attributes
 8. Peer Group
 9. Quality of Instruction—student engagement
 10. School Culture
 11. Classroom Climate
 12. Classroom Instruction—clear and organized
 13. Curriculum Design
 14. Academic Interactions
 15. Classroom Assessment
- Four of the top 7 are framed as **Personal Competencies**

Facilitator's Note: [You will click this slide several times. First click to show title. Then click to show list of 15 factors. Stop and discuss. Then click until 4 stars appear by the personal competencies.]

We have some exciting research to share with you!!

These 15 items are from a meta-analysis of what affects student learning, in rank order by their effect size.

Does anything jump out at you?

Brief discussion with your neighbor. Then share out some observations about the list.

Classroom management: includes teachers lesson planning, preparation to orchestrate the classroom, withitness, focus

Now click to show 4 personal competencies.

Notice that four of the factors called personal competencies. Why? How do they differ from the other factors?

Note: Classroom management and home environment are both environmental; the

personal competencies are what the student possesses.

Brief discussion.

Personal Competencies are not “fixed”; they grow with nurturing from parents, teachers, and others. And with effort from the students themselves.

The Propellants of Learning



Personal Competencies Propel Learning

- **What** I Know (Cognitive Competency)
- **How** I Learn (Metacognitive Competency)
- **Why** I Learn (Motivational Competency)
- **Who** I Am (Social/Emotional Competency)

We say that the Personal Competencies are what “propel” learning. They make it go!

The What, How, Why, and Who help us remember what each of these propellants does.



Personal Competencies in a Nutshell

	<u>What I Know</u>	<u>How I Learn</u>	<u>Why I Learn</u>	<u>Who I Am</u>
Competency	Cognitive	Metacognitive	Motivational	Social/ Emotional
Definition	Prior knowledge that facilitates new learning	Self-regulation of learning and use of learning strategies	Engagement and persistence in pursuit of goals (learning and life)	Self-worth, regard for others, emotional understanding and management; setting goals and making responsible decisions

Discuss: Explain how what I already know affects what I am able to learn.

Click to see How I Learn.

Discuss: What does it mean to self-regulate learning? To use learning strategies?

Click to see Why I learn.

Discuss: Is motivation to learn ever a problem? How?

Click to see Who I am.

Discuss: Does a student's emotional well-being affect his or her learning in school? What about social skills, getting along with others? How?



How Do They Interact?



The 4 Personal Competencies interact.

They affect each other.

What would be an example?

“This graphic illustrates that the competencies overlap and influence each other. Take for example a student who develops increased metacognitive competency by developing a new self-regulated learning strategy (e.g., a good note-taking strategy); use of this strategy would presumably lead to deeper comprehension of texts, and therefore increased core knowledge and cognitive competency. A student who has developed a growth mindset (motivational competency) and believes that working hard can lead to success in the classroom may also develop a strong sense of belonging in the academic community (social/emotional competency). Other examples?”



The Learning Habits

The intersection of these competencies is where learning habits develop.



Refer to the four circles and point out when they interact that learning habits develop. The student's learning behavior becomes almost automatic.

Personal Competencies in Action



Facilitator's Note: Ask participants to keep the following questions in mind as they watch the video (hover over the picture and the play bar will appear). Play video. Ask them to discuss the three questions.

What are three strategies this teacher is using with her students?
Do you believe the strategies she uses are effective? Why or why not?
What would they have to do with personal competencies?
[Click on screen to start video.]



The second bucket in personalized learning is Competency-Based Education.



Students only
advance upon mastery
(demonstration of
competency).

What examples can you think of where people only advance based upon demonstration of mastery?

- Driving tests
- Scout badges
- CPR Training
- Pilot training



Students receive
timely, differentiated
support based on their
individual learning needs.

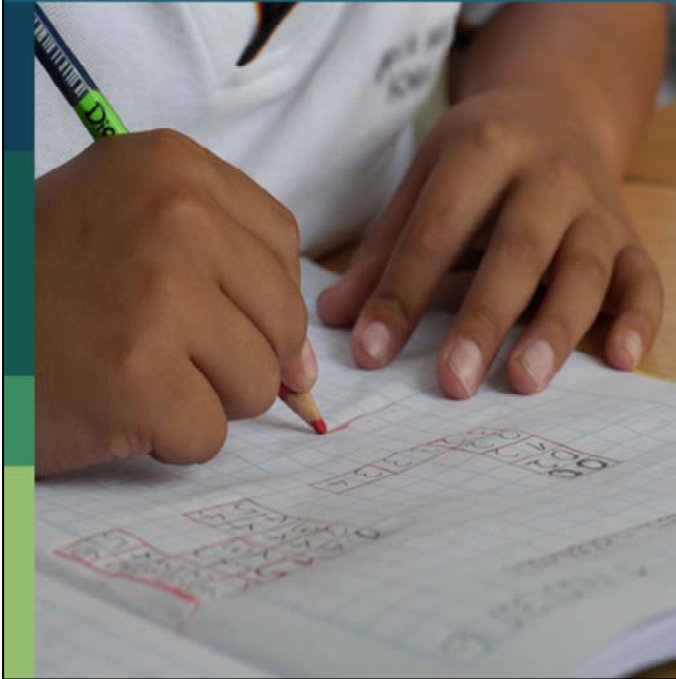
Where does this happen now?

Special education

Tutoring

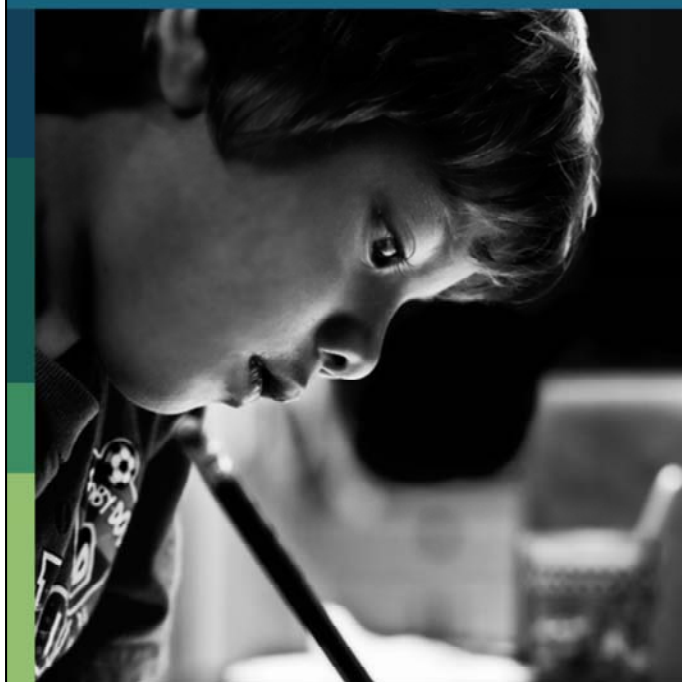
Perhaps RTI or other MTSS

Accelerated and gifted programs



Competencies must include
clear, measurable,
transferable learning
objectives.

What areas have historically focused on this?
Career and Technical Ed
Special Education



Assessments
are meaningful
and positive learning
experience for students

This may be the hardest part. Any good examples? What assessments have you felt good about? Why?

If you have been in the Boy Scouts or Girl Scouts, did you feel good about demonstrating your work, your project, what you had to show to receive your merit badge? Why did you enjoy that? What was different about the process?



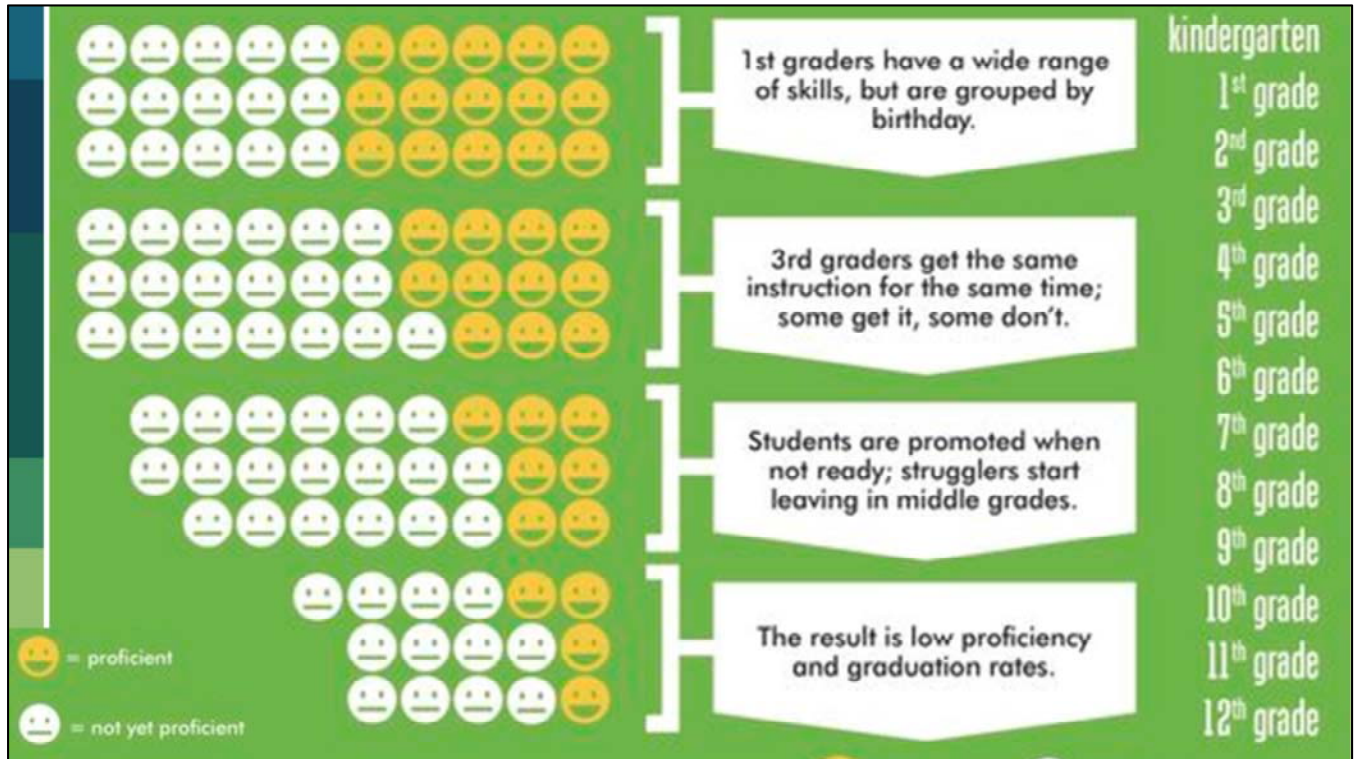
Student progression toward mastery of each competency is mapped, allowing educators, students and parents to track performance and needs in real time.

Why is this important?

Where does this happen now?

This is one (of many) areas that digital technologies may be able to greatly help.





Too often, because of the time based system, students get moved along before they are ready.

How would you explain what is going on in this slide with all the student faces?

Learning Technologies





Think Write 30 seconds

What do you think of when you hear
the word

“technology?”



Facilitator's Note: Suggested Activity: THINK WRITE

Ask for a few examples of technology. Participants are asked to think of “technology” and all that that word means to them. After a minutes or so of think time, participants are asked to take out a sheet of paper (or use a sheet from their workbook) and in 30 seconds write down as fast as they can, as many words and phrases that come to mind when they think of “technology.”

To start the timing, say “Please begin.” After 30 seconds, say “Please stop.” All pens/pencils should be down by that time.

Ask participants to count how many different items are on their lists. (This is an item count, not a word count. For example computer would count as 1, cell phone would also count as 1 even though it is two words.)

Ask participants raise their hands and keep them up or lower them as you ask, “How many people had at least 5 items?: 7 items? 10 items? Keep going until only 2-3 hands are up, then ask how many they had.

Then ask volunteers to name something that was on their list, and why. Ask if any others had the same item. Continue for 3-7 answers and the discussion is lively.

Point out if most of the responses were “tools” (were any actions?

Highlight ties to the definition on the next slide.)



Two types of **TECHNOLOGY**

TOOLS



PROCESS



Merriam Webster: Technology is the application of scientific knowledge for practical purposes. So that may be things we use, or things we do....

CIL EDSHELF COLLECTION

<https://edshelf.com/profile/n0gkqt5/>



For a listing of Educational Technology tools curated by the Center on Innovations in Learning, please visit this EdShelf collection. It lists low cost or free easy to use tools that teachers and student can use to personalize learning, either by enhancing personal competencies, supporting CBE, or making effective use of learning technology.

[Link is on later slide.]



What teachers do MATTERS

What YOU do matters.



What Works???



If **what teachers do**
has such a large impact on
student learning,
what should teachers
reliably be doing?

Are there any instructional strategies that you know of our use that typically work across all learners regardless of age, level, or subject matter?

Do you believe there are strategies and tactics that research has shown to be pretty reliable when done well (implemented with fidelity)?

Research says these teaching practices reliably work:

- **Active Student Responding**
(choral responding, guided notes, response cards)
- **Attention & Approval**
- **Clear Learning Objectives**
- **Data-based Decision Making**
- Feedback (Immediate)
- Fluency
- Incidental Teaching
- Modeling and Imitation
- **Technology to Assist Learning**
- Token Economy

There are some things teachers can do that work well across students, subject matter, settings, and other instructional variables. There are things that work.

3

Strategies We Will Learn About in Future Sessions

Active Student Responding
(Choral Responding, Response Cards,
Guided Notes)



Learning Pictures
(Student Graphs)



Technology to Increase
Engagement & View Learning
(e.g., Kahoot)



Later this year, in the Personalized Learning Academy, we will create good lessons and use three specific instructional strategies known to improve student learning and to personalize learning.



Center on Innovations in Learning

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New and Featured

- Personal Competencies
- 2016 Handbook
- A white paper...
- INNOpods



Personal Competencies

Learn about the [personal competencies](#) or view recent [Personal Competencies Academies](#). Read Sam Redding and Joe Layng's responses to questions and observations from RCC and SEA personnel in the [newest Connect series](#).



Marilyn Murphy,
Director

Science of Innovation

Within the topic of science of innovation, CIL examines change leadership and change processes.

Personalized Learning

CIL addresses several components of personalized learning:

- learning technologies
- competency-based education
- [personal competencies](#)

[LEARN MORE](#)

Resources for Personalized Learning

Go to www.centeril.org

The Center on Innovations in Learning's website is loaded with resources on Personalized Learning. Let's look at some. Indicators in Tools. INNOpod. Handbook. Etc.

Go to the site. Peruse. Show Effective Practices, Indicators, Wise Ways.

Next Steps: 2016-17

1. **October.** Reading Specialists and Department Chairs will be trained by CIL in personalized learning and will serve as Personalized Learning Trainers in this project.
2. **October.** All STTJ personnel will become aware of what personalized learning is and how it will be implemented in the district through overview training by the Reading Specialists and Department Chairs.
3. **November.** Selected PL teacher teams in each school will be trained in personalized learning instructional strategies and lesson design by the Reading Specialists and Department Chairs
4. **Nov. – January.** Each teacher on the selected PL teacher teams will create 5 lessons incorporating one of three personalized learning strategies and teach those lessons in their classrooms. (All 3 strategies must be represented across the 5 lessons); share their lessons and provide feedback on each other's lessons.
5. **Feb.- June.** Each teacher on the selected PL teacher teams will create 10 additional lessons with Enhanced Lesson Design; share their lesson results and provide feedback on each other's lessons.
6. **May – June.** Reading Specialists, Department Chairs and selected PL teacher teams will develop PL implementation plans for all teachers in each of their schools for the 2017-18 school year.

Let's review what lies ahead in the Personalized Learning Academy this school year.



What We Know Now: Participant Survey

Facilitator's Note: You will need printed copies of the Participant survey. Collect as participants leave.

Thank the group for their engaged participation. Tell the you look forward to working with them through the year.

Ask each participant to complete a Participant Survey as a way to see what they learned about personalized learning.