Virgin Islands Department of Education
Personalized Learning Academy
Center on Innovations in Learning and the Florida & Islands Comprehensive Center

Guided Notes: **What is Personalized Learning?**
Personal Competencies

List FIVE things that come to mind when you think of Personalized Learning.
1._____
2._____
3._____
4._____
5._____

 Now, describe Personalized Learning in a sentence (or two):
_____
_____

Jeffrey's Story

Jeffrey is a junior in high school, thumbing through the pages of his American history textbook while his teacher, Ms. Johnson, fires up a slide presentation on the Gettysburg Address. Jeffrey slid through the first semester of the course, finding no great interest in history but managing to complete enough work at a passable level of performance to cling to a grade of C. The Gettysburg address is not likely to arouse his passion for learning. In addition, the unit on the Civil War requires students to comprehend lengthy text material and remember many key details, creating difficulties for many students.

To foster her students' learning of the material, Ms. Johnson has previously modeled and had students practice several learning strategies, including a note-taking strategy and the creation of "key fact cards" for test review. As she begins her slide presentation, Jeffrey and the other students begin using their note-taking strategy, but Jeffrey's mind wanders off topic from time to time, and he frequently shifts around in his seat. Midway through her outline of the events leading up to Lincoln's oration, Ms. Johnson stops talking and casts a steady gaze in Jeffrey's direction. Sensing he is the object of her attention, Jeffrey closes his book and sits up straight in his chair.
"Jeffrey, your brother served in the army in the Middle East, didn't he?" Ms. Johnson asks.
"Yes," Jeffrey replies, wondering what she is leading up to.
"I'll bet he came home with some stories."
"Some, but he doesn't talk much about the gory stuff." Jeffrey notices that the

classroom is especially quiet. Even the usual shuffling of feet and back-row whispers are gone.

"Probably not," Ms. Johnson says, "the memories no doubt carry with them some heavy emotions. Imagine the emotions that President Lincoln felt on that chilly November day in 1863. His secretary, John Hay, said that Lincoln's face had a ghastly color and that he was sad, mournful, almost haggard. And why wouldn't he be sad? Just four months earlier on the grounds where he spoke in Pennsylvania, a northern state and not much distance from the nation's capital, 7,000 men lost their lives, and another 30,000 were wounded."

"I wonder if Lincoln thought it was worth it," Jeffrey says.

"That's what I'd like you to find out. Do some research. We will take some time on Thursday for you to tell the class what you discover. Did Lincoln think Gettysburg was worth it? Did he think the war was worth it?"

Later that day, Jeffrey stopped by the school library, something he had rarely done before. He described his research project to the librarian, and the librarian suggested a few good books. Jeffrey checked out two books on the Civil War and a biography of Abraham Lincoln to take home with him. That night he skimmed the books, read a couple of chapters, and searched the Internet to find out more about the war and about President Lincoln. He compiled a set of notes using his note-taking strategy. He organized the notes under four headings: Why Lincoln Thought the War Was Worth It; What Lincoln Thought the War Would Accomplish; When Lincoln Was Discouraged; and What Lincoln Meant in the Gettysburg Address. From his notes, Jeffrey wrote a narrative of his conclusions. Jeffrey's curiosity grew. He knew a little about his brother's war experience and wanted to know more.

Jeffrey shared the draft of his report with his brother, and they talked about war. Jeffrey remembered the letters his brother had written him from the Middle East. Jeffrey realized that he already knew a little about war from those letters, and he was learning more now in his talk with his brother. Jeffrey's mother looked on as the two brothers talked, and Jeffrey knew she was pleased to see them sharing their thoughts and feelings this way. She offered her own thoughts on what it is like to be the mother of a soldier who goes off to war. Jeffrey remembered from his research that Lincoln's own son had joined the Union Army. Lincoln's wife, he realized, must have experienced something very similar to what Jeffrey's mother had just described.

Jeffrey revised his draft to include his conclusions from his talk with his brother. The next two days in class, he took careful notes, and each evening he studied his notes and prepared a list of key facts he wanted to remember. He put the facts on note cards, with a question on the reverse side, and drilled himself until he was sure he had mastered the details about Lincoln, the war, and the Gettysburg Address. He revised his report as he gained new insights. On Thursday, Jeffrey read his report to the class and showed some slides of Lincoln and of the Gettysburg battlefield. He then led the class in a discussion of the main points in his report. His classmates were very engaged and shared their own ideas. Ms. Johnson said that Jeffrey had made a fine contribution to everyone's understanding of Lincoln and the Gettysburg Address. Jeffrey never looked at history the same way again.

On the Friday following Jeffrey's presentation to the class, he aced Ms. Johnson's test on the Civil War, and Ms. Johnson gleefully entered into her grade book that Jeffrey had mastered four standards-aligned objectives. He had acquired new knowledge. In small but meaningful ways, Jeffrey's personal competencies were also enhanced, and he was now able to tackle new learning challenges as never before.

*Adapted from S. Redding (2014). *The something other: Personal competencies for learning and life.* Center on Innovations in
Learning.

What did Ms. Johnson observe about Jeffrey?

What teacher 'instinct' was activated in regard to Jeffrey?

What strategies did Ms. Johnson use to develop Jeffrey as a **learner**?
1._____

2._____

3._____

Personalization refers to a teacher's _____ with students and their _____, and the use of multiple _____ modes to _____ each student's learning and _____ the student's personal _____ [cognitive, metacognitive, motivational, social/emotional].
Personalized learning varies the t_____, p_____, and p_____ of learning for each student, _____ the student in the creation of learning _____, and utilizes _____ to manage and _____ the learning process and access rich sources of _____.

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

The three buckets of Personalized Learning are:
● P_____ C_____
● C_____ - B_____ E_____
● L_____ T_____

Cognitive Competency is another way of stating: _____ I _____.

Metacognitive Competency is another way of answering the question: HOW I _____.

_____ **Competency** is another way of describing WHY I learn.

Social-_____ **Competency** is a way to express _____ I am.

An essential component of _____ approach is to vary time, place, path, pace, practice, and trace of learning.

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

Learning technologies should _____ learning and instructional goals, not _____ them.

Of the top 15 influential school/environmental effects and student attributes, _____ are within the student.

Personal Competencies are the _____ of learning.

Prior knowledge that facilitates new learning is _____ competency.

Metacognition is the _____ of learning and use of _____ _____.

Why I Learn is _____ competency.

Social/Emotional Competency is _____, _____ for others, emotional _____ - and _____; setting _____ and making _____ _____.

The intersection of the Personal Competencies is where learning _____ develop.

Personal Competencies in Action: VIDEO

Three strategies this teacher uses with her students:

1._____

2._____

3._____

Do you believe the strategies she displays are effective? _____

Why (or why not)? _____

What do you think preparation for this lesson looked like for this teacher?

_____

How could this teacher share these strategies with other teachers to help them be more effective in personalizing learning?

_____

The 6 common tenets of CBE are:

1. Students only advance upon _____ (demonstration of
    _____).
2. Students must receive timely, _____ _____ based on
    their individual learning needs.
3. Competencies must include clear, measurable, transferable learning _____ .
4. _____ must be meaningful and positive learning experience for
    students.
5. Student _____ _____ _____ of each
    competency is mapped, allowing educators, students and parents to track performance and
    needs in real time.

Words and phrases that I associate with technology are:

*   _____
*   _____
*   _____

In general, there are two types of technology:

      Technology of _____ and Technology of _____.