MEETING EACH LEARNER WHERE THEY ARE, WITH WHAT THEY NEED, WHEN THEY NEED IT.

PERSPECTIVES ON PERSONALIZED LEARNING

Jim McLure   |   April 29, 2016
THE INSTITUTE FOR PERSONALIZED LEARNING

• Fifth year in existence
• Created as a division of Cooperative Educational Service Agency #1
• Serving 45 member school districts
• Supporting more than 100 personalized learning projects
• Initiating a national network
• Collaborating, supporting and expanding personalized learning practices
LEARNER’S PROFILE: 4 SQUARE x 1 WORD

- **Reflect** – Complete the 4 Square x 1 Word Learner Profile
- **Network** Speed Date – Once matched up with a partner, use 2 minutes to make comparisons and connections between your responses
- **Connect** – If you find a connection worth exploring further, exchange contact info and a reason to connect in the future
PERSONALIZED LEARNING: FOUR WINDOWS INTO THE WORK

- Learner Perspective
- Educator Perspective
- Organizational Perspective
- Performance Perspective
<table>
<thead>
<tr>
<th>LEARNER PERSPECTIVE &amp; EXPERIENCE</th>
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</thead>
<tbody>
<tr>
<td>• I see purpose for my learning</td>
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<tr>
<td>• I can do this</td>
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<tr>
<td>• I learn for me</td>
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<tr>
<td>• I learn at my pace</td>
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<td>• I know that what I think and feel counts</td>
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<tr>
<td>• I make important choices about learning</td>
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<tr>
<td>• I am a resource for my learning</td>
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<td>• I have flexibility in where and how I learn</td>
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<tr>
<td>• I am committed to learning</td>
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<tr>
<td>• I collaborate with others as part of my learning</td>
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<tr>
<td>• I can access technology to support my learning</td>
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<tr>
<td>• I am building skills that will make me my own best teacher</td>
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</tbody>
</table>
ALL LEARNING IS PERSONAL

“Learning is autonomous requiring an active, self-constructed intentional process.”

(Sinatra, 2000)
What was notable about the teacher?
What was notable about the work?
What was notable about the learning?
How were you different in the situation?
EDUCATOR PERSPECTIVE & EXPERIENCE

• From “sage on the stage” to “guide on the side” to “mentor in the middle”

• From expert to curator and coach

• From “doing to” to “doing with”

• From planner to designer

• From content presenter to capacity builder
CHANGING RELATIONSHIPS

Standards/ Curriculum
CHANGING RELATIONSHIPS

Standards/Curriculum
LIFE COACH ACTIVITY

• **Coach:** Use the template to co-develop a life plan with your client

• **Client:** Invent a character other than yourself and allow the Life Coach to assist you in the process of developing
  – a goal
  – a customized path with benchmarks
  – a method for knowing how you’ve reached the goal

*(Switch roles if time allows)*
How did it feel to establish a goal and have a clear path toward achieving it?

What did your coach do that you liked or disliked?

Do you think a process like this would be advantageous for learners?
START WITH THE LEARNER AND BUILD OUT
WE HAVE A SYSTEM DESIGN PROBLEM
WE DON’T JUST NEED TO CATCH UP TO OTHER COUNTRIES

WE NEED TO LEAP-FROG THEM
Each teacher sees his or her content and class through the eyes of his or her students.

Each student sees him or herself as his or her own best teacher.

Hattie, 2009
PERFORMANCE PERSPECTIVE

• Traditional Measures
  • Map scores
  • WKCE results

• Behavioral Evidence
  • Office referrals
  • Accelerated learning

• Individual impacts
  • Learning engagement
  • Commitment to learning
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Activity

ONE SMALL CHANGE
Join the convo!
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