Meeting each learner where they are, with what they need, when they need it.

The Institute for Personalized Learning
Wisconsin’s Education Innovation Lab
@institute4pl

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

Powerful K-12 Learning Experience
- 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?
NEW RESOURCE!

- Written for leaders
- Balance of research and practice
- Why, what and how
- Variety of tested tools
- Dozens of application activities

What are the characteristics of initiatives & efforts that are most likely to improve student learning?

Three Metaphors About Change and What Matters Most

- Intersections
- Kitchens
- Icebergs
**Status Quo**

Key Question: Is the intersection safe and well-maintained?

City Planner: Installed and maintained

Drivers: Stop and go

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**Transactional Change**

Key Question: In compliance with new requirements?

City Planner: Ordered, installed

Drivers: Stop and go
Transformational Change (part 1)

City planner and workers:
- New beliefs
- New Strategies
- New Processes

But.....

For the drivers the change is transactional: new process, same strategies

Transformational Change (part 2)

Key Question: How do we keep traffic flowing smoothly and safely?

City Planner:
Reconceptualized – new processes, design and strategies

Drivers: New processes, new ways of thinking and doing

What is a major initiative you are currently working on?

1. Do you see this change as.....
   - Rolling over practices to maintaining the status quo?
   - Changing processes/incentives resulting in transactional change?
   - Requiring new ways of thought and action by all participants?

2. How do the stakeholders who will be most affected see this change?
School A
- Charter school
- 1:1 laptops
- Standards-based report card
- Some gender separate classrooms
- Block schedule
- Extended school day
- Online norm-referenced formative assessments 3 x year
- Collaborative release time
- 19 students per class
- 185 total students

School B
- Public school
- 1 computer lab
- Traditional report card
- Co-ed classrooms
- 52 minute periods
- Standard school day
- No norm-referenced formative assessments
- No collaborative release time
- 24 students per class
- 628 total students

Which of these kitchens makes better food?

School A
- Minimal focus on standards
- Exclusive use of judgmental feedback
- Didactic, non-student centric instructional methods
- Lecture utilized almost exclusively
- Low time-on-task
- No use of data to inform improvement
- Collaborative time used to discuss logistics and scheduling
- Low academic press among staff, low expectations among students, general mistrust

School B
- Consistent focus on standards
- Developmental feedback; targeted goals
- Flexible, student-responsive instructional methods
- Instructional strategies aligned to learner’s needs
- High time-on-task
- Data used to inform improvement
- Frequent dialogue linking achievement to action planning
- High academic press, high levels of trust, high expectations for learning

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Common Education Reform Strategies Employed by School A

- Investments in technology
- Reporting/Grading systems
- Student grouping strategies
- Schedules and calendar changes
- Assessments/tests
- Collaboration time for teachers
- Class size
- School size

Five Levers to Lift Learning Performance

- Structure: organizational options, tools and logistics
- Sample: student grouping options for learning and instruction
- Standards: expectations and progress benchmarks
- Strategy: interactions that produce learning
- Self: student and educator beliefs about and roles in learning

The type of change matters

Big Idea #1
Remodeling the kitchen does not make the food taste any better

Big Idea #2

CC image courtesy of Mike Hauser on Flickr

Lead like a penguin

Big Idea #3

How do we invest our efforts?
What do we talk about?

structure
sample
standards
strategies
self

Leverage Error
How do we invest our efforts? What do we talk about?

- **Structure**
  - Sample
  - Standards
  - Strategies
  - Self

Leverage Advantage

**Personalized Learning**

- Flexible schedule
- Multi-age classes
- Pods/tables
- Individual technology
- No seating charts

- Self-assessment
- Self-efficacy
- Ownership
- Independence
- Commitment
- Intrinsic motivation (conceptions of self)

- Student goal setting
- Self-assessment (standards)

Goal setting
- Autonomy support
- Learner-aligned pace
- Learner as resource (strategy)

**Collaborative time**

- Standards-based report cards
- New standards
- Multi-age classrooms
- Interactive whiteboards

- Strategies
- Standards
- Self
We have a system design problem

Sampling of system design problems

• Time and instruction as constants rather than learning
• Grouping by age rather than readiness
• Cycles of failure and remediation rather than real-time intervention
• Assessment systems based on response rather than representation
• Demand for compliance rather than nurturing commitment
All Learning is Personal

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

[Sinatra, 2000]

Research in Support of Redesign

- Bandura
- Black and William
- Schlechty
- Dweck
- Pink
- Hattie
- Bloom
- Many others

90% of students performed at the level of the highest 20% of traditional students.

Amazing results, but the challenge is to scale it.

Students who experienced personalized learning increased their level of learning two standard deviations above students in traditional classrooms.

That’s a 98% difference!
Why does it work?

• Instruction is calibrated to match readiness
• Student strengths & interests are integrated into instruction
• Feedback occurs in real time
• Engagement consistently remains high
• Misconceptions addressed as they occur
• Learning pace accelerates or slows when needed

“Look fors”

• Purposeful learning
• Learner efficacy
• Ownership for learning
• Flexible pace
• Learner voice infused
• Learner choice presented

• Learners serve as resources for learning
• Space for learning flexibility
• Commitment focus
• Collaboration
• Technology supported
• Growing learning independence

Your Definition of Personalized Learning
Definition from National Technology Plan

“Personalization refers to instruction that is paced to learning needs, tailored to learning preferences, and tailored to the specific interests of different learners. In an environment that is fully personalized, the learning objectives and content as well as the method and pace may all vary (so personalization encompasses differentiation and individualization).” (USDOE)

Our Definition of Personalized Learning

Personalized learning is an approach to learning and instruction that is designed around individual learner readiness, strengths, needs and interests. Learners are active participants in setting goals, planning learning paths, tracking progress and determining how learning will be demonstrated. At any point in time, learning objectives, content, method and pacing are likely to vary from learner to learner. A fully personalized environment moves beyond both differentiation and individualization.

Core Components

Innovation Platform

- Learner Profiles
- Customized Learning Paths
- Proficiency-based Progress
## Learner's Profile

<table>
<thead>
<tr>
<th>Frame 1: Demographic Info</th>
<th>Frame 2: Academic Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>• General identification</td>
<td>• Test Scores</td>
</tr>
<tr>
<td>• Family/living arrangements</td>
<td>• Progress data</td>
</tr>
<tr>
<td>• Family history of formal learning</td>
<td>• Formative/Interim assessments</td>
</tr>
<tr>
<td>• Other information</td>
<td>• Current academic goal(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Frame 3: Learning Capacity</th>
<th>Frame 4: Interests, Aspirations, Learning Drivers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Skills</td>
<td>• Current preoccupations</td>
</tr>
<tr>
<td>• Habits</td>
<td>• Hopes for the future</td>
</tr>
<tr>
<td>• Dispositions</td>
<td>• Factors that propel learning</td>
</tr>
<tr>
<td>• Current non-academic goal(s)</td>
<td>• Other goals</td>
</tr>
</tbody>
</table>

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### Shifts in the role of learners

- From being skilled students to becoming skilled lifelong learners
- From having minimal input into their educational path to co-creating the path they will take
- From being compliant listeners to committed learners
- From experiencing “delivered” instruction to experiencing instruction as a shared responsibility between learner and educator
- From engaging in summative assessments based on a set of questions to summative assessments that are demonstrations of mastery
Shifts in the role of educators

- From planners of lessons to designers of learning
- From sole source providers of content to curators of learning resources and skill development options
- From judge and documenter of progress and performance to advocate, coach and learning partner
- From adherence to best practice to engagement with effective practices
- From teaching as telling to instruction as diagnosis, flexibility and nurturing of learning

Shifts in the role of administrators

- Build commitment throughout the organization rather than demand compliance
- Lead with trust rather than skepticism
- Be alert for opportunities rather than problems
- Focus on the experience of learners rather than the performance and practices of adults
- Lead with “why,” be clear about “what” and stay flexible about “how”
- Create urgency, build awareness and support innovation

The Myth of Average

Todd Rose
The Goal

• Each teacher sees his or her content and class through the eyes of his or her students.
• Each learner sees him or herself as his or her own best teacher.