Personalized Learning | Resources
Why Personalize Learning

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Getting Started with Personalized Learning

➔ My Name is Tim Brown
  ○ I work in Fairfax County Public Schools and I have been coaching teachers on implementing Blending and Personalized Learning for the last 5 years (I have been studying it for over a decade)

➔ Learning target for today
  ○ By the end of this hour all participants will be introduced to the logistics of implementing Personalized Learning and have a list of tools/applications they can use to begin the personalized learning journey with students.
<table>
<thead>
<tr>
<th>In what capacity do you serve?</th>
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<tbody>
<tr>
<td>K-3 Teacher</td>
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<td>4-6 Teacher</td>
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<td>6-8 Teacher</td>
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<td>9-12 Teacher</td>
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<tr>
<td>Administrator</td>
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<td>Central Office</td>
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</tbody>
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What is Personalized Learning?
What are we going to cover?

➔ What is it... and what it is NOT
➔ The Process
➔ The How
➔ 4 Tenants
➔ Considerations and Tips
Example

I need you to build me a staircase that goes up 22 feet. The stairs must meet the legal specifications for slope and rise. How much space do I need?
Pythagorean Theorem
Personalized Learning is about the skill

Personalized learning is about the skill NOT the content. If a Learner can apply the information, then they know the content.

Unpack the standards, what skill are they looking for?
Blended Learning

Teacher Centered

- Traditional
  - Tier 1 Instruction Best Practices

Differentiated

- Targeted Strategies and Supports

Individualized

- Universal Design for Learning (UDL)

Learner Centered

Personalized

SAMR
The PL Process
Is it possible to do without 1:1?

➔ If no tech - Make sure you assess in a way that you can quickly make sure they are understanding the content
➔ It is about the content mastery - computers make it easier
➔ Just remember Place → Pace → Space → Path
Start with Mini Lesson

Example of come to the carpet for Lesson with foldable

Example of exploration lesson (approximately 25 minutes) This is showing distributive property using candy
Small Group (after they have signed up)

Not shown: to the left was a student working on double digit multiplication, receiving check in instruction at the same time. It was not ideal, but what was needed at the time
What are Other Students Doing?

Will ‘failed’ a quiz, so he is working with Jayden in the additional resources on Google Classroom.

Brendan is working on ‘basic’ division (also has a timer to help him stay on task).

At the same time, Andy was assessing for long division.
Phrases and Words of Personalized Learning

➔ Place - Pace - Space - Path
➔ Flexible Seating
➔ By Name and By Need
➔ Gateways
➔ Student Agency
➔ Student Learning Plan
➔ Learning Backpack
➔ Performance Assessment

What are we not familiar with?
Frontloading BEFORE the Pre-Assessment

Why?

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Frontloading Resources

reach associates
REDEFINING THE CORE HABITS OF TEACHING & LEARNING

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Tenant 1: PL is Data Driven

➔ It is all about the Pre-assessment
◆ I Don’t Know (IDK) is an option
➔ Gateways = frequent data collection to inform student progress
Pre Assessment Samples

Which lines if they continue will form intersecting lines?  

- Line JK and Line GH  
- Line JK and Line MN  
- Line MN and Line EF  
- I don't know how to do that yet!

2) Select the answer that has all 3 macronutrients listed, with a healthy example of that macronutrient, and the correct way the body uses that macronutrient.

- Fats: avocado, helps our skin stay strong. Carbohydrates: french fries, gives our food flavor. Protein: bacon, gives us...  
- Salt: potato chips, helps us absorb certain minerals. Sugar: sweet tea, gives us energy. Carbohydrates: whole wheat...  
- Carbohydrates: brown rice, helps us stay fuller longer. Salt: pretzels, helps us hold on to water to stay hydrated. Fats...  
- Protein: tofu, help us grow. Fats: fish, help the body use certain vitamins. Carbohydrates: whole grain pasta, our bigg...  
- I'm not sure.

3) How do I calculate the total calories for each macronutrient using a food label? (I'm not sure is an OK answer.)
Tenant 2: Target Learning or Learning Targets

→ Learning target for today - By the end of this hour all participants will be introduced to Personalized Learning and have a list of tools/applications they can use to begin the personalized learning journey with students.
Tenant 3: Flexible Content and Tools

- Content ➔ Choice
- Tools and application ➔ Choice
- Consider UDL for the tools and have a menu of options for learners
Mix of Resources

Questions 1-3 - understand the muscle groups of a proper push up

If you missed questions 1-3 - please review these resources and see me. After you complete your review we will discuss what you have missed and you can go back and retake the assessment. Remember you must score 100% to move on.

- What Muscles Do Pushups Work?
  https://www.healthline.com/health/fitness-exercise/muscles-worked-push-ups

- push up muscle groups - Google Search
  https://www.google.com/search?q=push+up+muscle+groups&safe=strict&rlz=1C1CHBF_enUS72...

- Muscles used doing pushups!
  YouTube video 3 minutes

- Edpuzzle
  https://edpuzzle.com/assignments/58502638f28d3801e91c74bd/watch

- Push-Ups Guide
  https://darebee.com/pushups-guide.html

Questions grouped with learning target

Instruction on how to complete the resources

Article with visuals

Image of muscle groups used

Youtube of video of perfect push ups

EdPuzzle on muscle groups with questions

Infographic on Pushups
3 Principles of UDL

## PL Considerations of UDL

<table>
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<tr>
<th>Access</th>
<th>Engage</th>
<th>Express</th>
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<tr>
<td>by transforming information into useable knowledge through • digital media • touch • audio • visual media</td>
<td>with content using • Interactives • video • problem-solving • designing • self-assessment • reflection</td>
<td>actions through • writing • presenting • storytelling • multimedia • building • making sense of learning</td>
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http://www.personalizelearning.com/search?q=Access+Engage+Express
PL Considerations of UDL - Tools

Resources

➔ Access
- edpuzzle
- Flipgrid
- PowToon

➔ Engage
- Canva
- Scratch
- Audacity

➔ Express
- Code
Tenant 4: Student Reflection and Ownership

➔ Ongoing Student reflection promotes ownership
➔ If they know what the target is, then they know the end point
Continuum of Self-Efficacy

CAUTIOUS
- has a difficult time making decisions
- voices ideas or opinions but may not take action on them
- has concerns about what other people think about them

SELF-ESTEEM
- builds relationships with teacher & peers
- exercises voice consistently
- reflects on relationships with themselves, others, & the world
- appraises their own worth

SELF-CONFIDENCE
- believes in ability to develop skills to support learning
- guides own thoughts, behaviors, & emotions to reach goals
- is intrinsically motivated to voice their position on matters

PERSEVERANCE
- embraces challenges
- views failure as a learning opportunity
- develops resilience for rigorous learning
- is willing to take risks and go the extra mile to achieve any goal they set

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Kathleen McCluskey @Khmnc

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Considerations of PL

➔ Off Task Behavior
➔ Natural Consequences
➔ Technology as a tool
◆ Culture in your building/room
➔ Create Symbols for easy identification
tips:

- Set up 7 minute slots - the slot allow the students to schedule time to meet with you for support. Manage this with the link above
- Students own needing support and ask specific questions: “I understand xxxx, I am having difficulty with yyy.”

(consider if your learning target is accurate for that learner)