

# What Is Personalized Learning?

**GEORGIA'S REIMAGINING EDUCATION CONFERENCE**  
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# Session Logistics

- **Handouts:** Session handouts are available for download in the handouts section
  - ❖ Handouts are also available on our Events and Conferences webpage
- **Questions:** Enter questions/comments in the questions box
- **Feedback:** Please complete the pop-up survey at the close of the session
- **Certificate of Attendance:** A link to a certificate of attendance will be emailed in 24-hours
  - ❖ Must attend the entire live session
- **On Demand:** Session recordings will be available for on-demand access following the close of the conference on the Events and Conference webpage at <http://www.gadoe.org/sdeevents>
  - ❖ On-demand views are not eligible to receive a certificate of attendance

# About Your Presenters



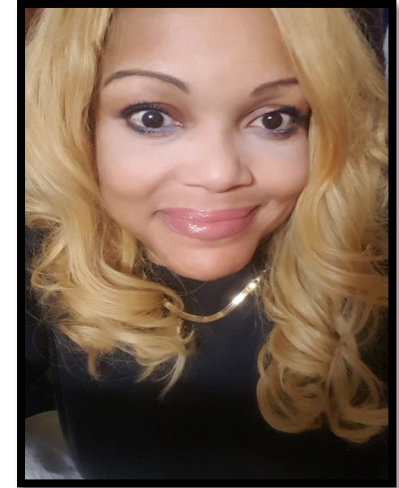
## Meet Jessica

My career and academic experiences include teaching, coaching, leading, and implementing initiatives in STEM practices and personalized learning. My passion lies with personalized learning and the many opportunities it offers to benefit students and create lifelong learners. I currently live in the Metro Atlanta area with my husband and three children. When I am not working, you can almost always find my family and me at the soccer field.



## Meet Heidi

I implemented personalized learning as a classroom teacher and coached at the school and district level prior to my position at the Georgia Department of Education. I value the opportunity to empower teachers and leaders and help transform their thinking and their classrooms. I have been married for 31 years, and I have four children. I enjoy camping, traveling, and raising animals.



## Meet Tawni

We value partnering with Georgia's schools that are using personalized learning to transform student learning. After working as a teacher, principal, and now at the GaDOE, I recognize personalized approaches truly help learners understand and communicate their assets so they can choose their best instructional pace and path, which should build self-reliance and ownership as the learner attains successful work outcomes.

# Session Goals

- Define WHAT personalized learning is and explore the standards
- Create a compelling rationale for WHY personalized learning matters for all stakeholders
- Describe HOW personalized approaches can impact learning
- Experience a personalized learning simulation

# The GRE4T Vision

Georgia envisions personalized learning as a way to remake K12 education in ways consistent with the transformations taking place in other industries and as a means to bolster Georgia's economic competitiveness while preparing students to thrive in a global economy.

## Personalized Learning

An instructional approach that uses student voice to enact an individual path and pace through a collection of competencies. *In Georgia, personalized learning is an ideal for which we will strive.*



# Our Purpose



# Let's Explore the What

**Defining the What of Personalized Learning**

“Personalization is the practice of dynamically tailoring any service or product to the way and needs of each user.”

What is personalization?





# “Personalization In Your Life” Activity



Let's do a silent reflection activity to consider the impact of personalization in your life. We will talk you through each step. A few participants may be called on to share their thoughts.

- Think about your favorite beverage from Starbucks or the restaurant of your choice.
- Please be specific when naming the size and add-ins you prefer.
- How does it make you feel when the drink is made incorrectly? How do you feel when it is made just right?
- On a scale of 1-5, with 5 being very important, how important is it that “things” in your life are customized to meet your needs, interests, etc.?

**Take Away:** If personalization usually makes people feel special in non-academic settings, imagine its value in academic settings.

# What is personalized learning?

- Every organization should know **WHAT** they do.
- **WHATs** are easy to identify.
- **To truly appreciate and implement personalized learning, educators must understand what it is.**
- “What” is not a story, it’s a command so you still must include **WHY**.



## What is personalized learning?

### Begins with aligning personalization to learning

“Personalized learning is tailoring learning for each student’s strengths, needs and interests -- including enabling student voice and choice in what, how, when, and where they learn.”

*Mean What You Say: Integrating Personalized, Blended and*

*Competency Education Patrick, Kennedy, Powell, iNACOL 2013*



**Bill & Melinda Gates Foundation, the Michael and Susan Dell Foundation, and EDUCAUSE**

*Personalized learning* seeks to accelerate student learning by tailoring the instructional environment—what, when, how, and where students learn—to address the individual needs skills and interests of each student. Students can take ownership of their own learning, while also developing deep, personal connections with each other, their teachers and other adults.<sup>5</sup>

**There are many definitions of personalized learning**

# Georgia's definition of personalized learning

**Personalized Learning: An instructional approach that uses student voice to enact an individual path and pace through a collection of competencies.**

**GaPSC Rule 505-3-.108**



# Georgia's TEN Personalized Learning Standards

Rule 505-3-.108 Page 2

for the preparation of teachers informed by the Educator Competencies for Personalized, Learner-Centered Teaching published in 2015 by the Council of Chief State School Officers:

**1. Standard 1: Prioritized Executive Function:** The candidate explicitly teaches students the skills of executive function (self-regulation, emotional responsibility, task completion, working memory, cognitive flexibility, time management, reflection, etc.), teaches practices of metacognition, and prepares the learning environment to promote learner agency. The candidate will:

- (i) prepare learners to take responsibility for their learning through the acquisition and practice of executive function;
- (ii) design and transform curricula that supports learner acquisition and practice of executive function by considering the cognitive development of the learner; and
- (iii) measure and report growth in learner executive function to coach learners towards independence.

**2. Standard 2: Learner Agency:** The candidate teaches and encourages learners to advocate for their needs, preferences, and interests to plan and drive their learning. The candidate will:

- (i) support learners in identifying and advocating for their preferred modalities, talents, and interests when co-planning experiences that support mastery;
- (ii) create a flexible or innovative learning environment that supports learner agency; and
- (iii) ensure learning experiences reflect preferred modalities, talents, and interests when co-planning experiences that support mastery.

**3. Standard 3: Asset-Based Dispositions:** The candidate uses asset-based language and classroom practices to serve all learners. The candidate will:

- (i) encourage all learners to value his/her own individualities and the diversity of peers and other educators as assets;
- (ii) practice responsive pedagogy and curriculum design in a way that promotes diverse learner characteristics as assets; and
- (iii) value diverse learner characteristics and demonstrates a belief that all students can learn any competency given adequate resources and time through asset based language.

**4. Standard 4: Growth and Mastery Mindset:** The candidate defines learning as an ongoing progression by embracing a growth and mastery mindset, rejecting the binary of success and failure. The candidate will:

- (i) prepare learners to monitor their own pace and progress and persevere towards mastery, embracing mistakes as learning opportunities;
- (ii) identify causes of learner struggles, prescribe solutions, and co-plan with learners to set short and long-term goals for growth; and
- (iii) design and implement adaptive tools, strategies and learning experiences to support growth towards mastery for all learners.

Rule 505-3-.108 Page 3

**5. Standard 5: Authentic and Adaptive Assessment:** The candidate co-plans with the learner to collect evidence of mastery using varied and data-rich performances that are on-going, authentic, flexible, and relevant. The candidate will:

- (i) prepare learners to self-assess by identifying, documenting, and defending formal and informal learning experiences to build an assessed portfolio as evidence of mastery;
- (ii) consider multiple means of demonstration when co-designing assessments aligned to competencies; and
- (iii) assess learner experiences (formal and informal) in diagnostic, formative and summative ways as they align to mastery using authentic and adaptive assessments.

**6. Standard 6: Flexible Educational Resources:** The candidate provides the learner access to flexible resources when co-planning unique ways to master competencies. These include, but are not limited to the resources available in the digital content ecosystem. The candidate will:

- (i) provide opportunity for learners to seek or select content from a curated menu of educational resources that address the competencies;
- (ii) employ engaging pedagogies and research-based best practices of instructional design to curate, mine, create, and organize high impact educational resources and make them accessible to learners; and
- (iii) monitor and observe the effectiveness of educational resources in real-time and suggest or seek alternatives as needed.

**7. Standard 7: Individualized Path:** The candidate prepares learners to be aware of competency-based learning progressions and to make informed choices in co-planning a unique pathway and pace towards mastery of the curriculum. The candidate will:

- (i) co-plan and co-design with the learner a challenging learning pathway towards mastery while considering the interdependencies within and across content(s);
- (ii) use data of previously assessed competencies to coach and co-plan current and future learning paths; and
- (iii) facilitate and coach the learner towards independence in mastering the content.

**8. Standard 8: Dynamic Communication:** The candidate facilitates communication that flows multi-directionally from all stakeholders to meet learner needs in a variety of flexible formats. The candidate will:

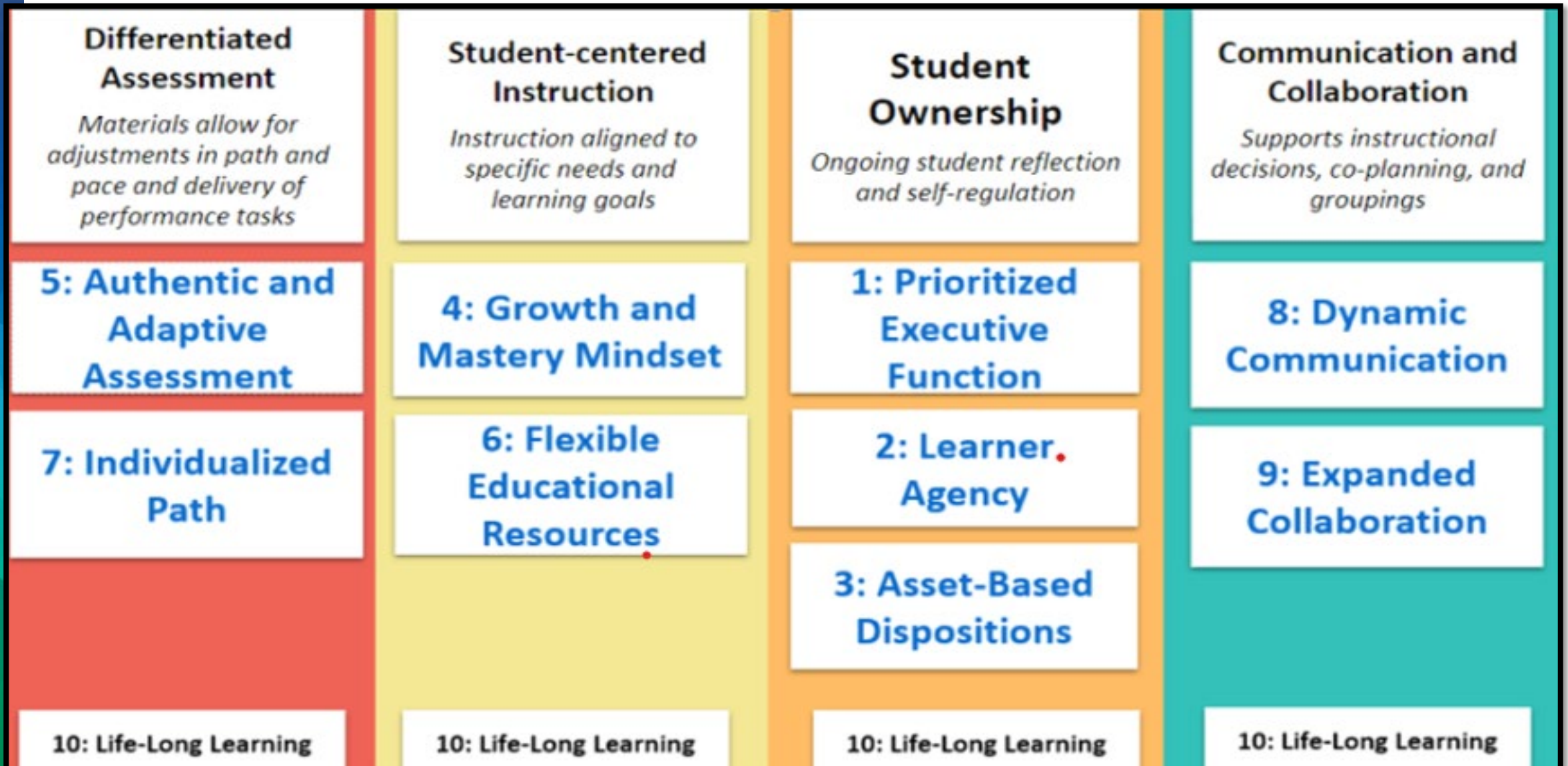
- (i) coach learners to initiate communication with all stakeholders as s/he advocates for her/himself and others;
- (ii) communicate curricula to ensure resources are leveraged for best outcomes; and
- (iii) model and nurture effective communication strategies to build relationships with all stakeholders.

**9. Standard 9: Expanded Collaboration:** The candidate values learners as equal contributors in the planning process. The candidate will:

- (i) coach learners to effectively collaborate in all interactions (group work, instructional conversations, sharing ideas, critical feedback, roles, peer feedback, etc.);



- <http://bit.ly/GAPLStandards>



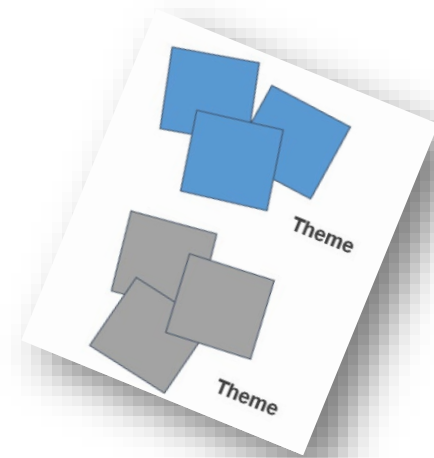
How do you describe personalized learning?





# What Is Personalized Learning? Activity

- On [digital post-it notes](#), each person will write down three words that come to mind when they hear the term “**personalized learning.**”
- **Please place one word per post-it note.**
- The words will be grouped using themes or similarities with a digital method.
- The words will be regrouped until the list has been finalized and **three** final words with a common theme have been agreed upon.
- The final three words should describe the group’s shared understanding of personalized learning.
- Participants should repeat this activity with their school teams.



[digital post-it notes](#)

Record on Slide 31.

# Personalization vs. Differentiation vs. Individualization Chart (v3)

There is a difference between personalization, differentiation, and individualization.  
One is learner-centered; the others are teacher-centered.

Personalization	Differentiation	Individualization
<b>The Learner...</b>	<b>The Teacher...</b>	<b>The Teacher...</b>
drives their learning.	provides instruction to groups of learners.	provides instruction to an individual learner.
connects learning with interests, talents, passions, and aspirations.	adjusts learning needs for groups of learners.	accommodates learning needs for the individual learner.
actively participates in the design of their learning.	designs instruction based on the learning needs of different groups of learners.	customizes instruction based on the learning needs of the individual learner.
owns and is responsible for their learning that includes their voice and choice on how and what they learn.	is responsible for a variety of instruction for different groups of learners.	is responsible for modifying instruction based on the needs of the individual learner.

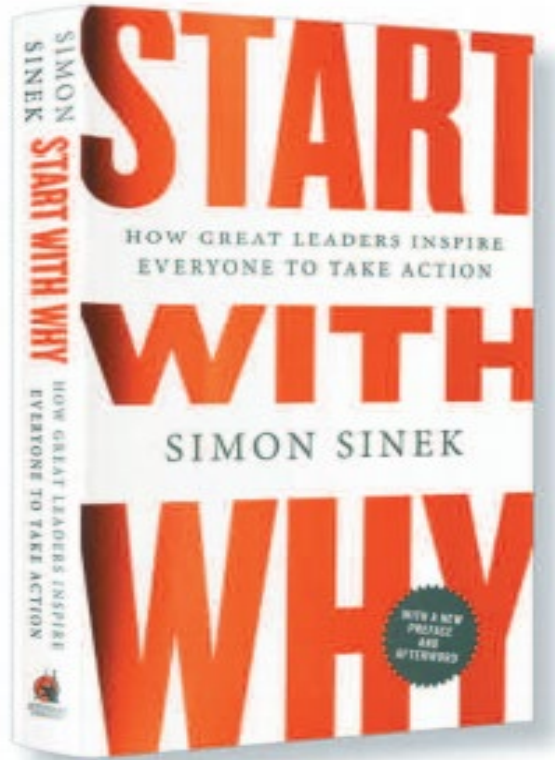
[PersonalizationvsDifferentiationvsIndividualization \(at-udl.com\)](http://at-udl.com)



# Let's Explore the Why

**Defining Your Why of Personalized  
Learning**

# Knowing WHY helps to build capacity



- The 'WHY' is the purpose, cause, or belief that drives every one of us.
- Communicating your 'Why' is the basis of lasting success, innovation, and flexibility.
- Knowing your 'Why' will differentiate your idea from others.
- Understanding "Why" attracts people of the same beliefs.



## Starting with the Why in Personalized Learning

- *Last spring, on our first visit to 35 schools committed to personalized learning, teachers often told us they weren't sure what they were supposed to be doing to personalize learning.*
- *Revisiting the same schools this fall, **many teachers didn't seem entirely sure why they were doing personalizing learning in the first place.***
- *The teachers we met certainly had clear goals for their students. But only rarely could teachers tell us how the activities they do to personalize learning would deliver on these objectives.*
- *The problem is, **without starting with that end in mind, it's nearly impossible to build a coherent personalized learning (PL) approach.***

*-Betheny Gross, The Center for Reinventing Public Education*



## Why share your reasons for implementing personalized learning?

- **First**, one way to motivate people to do something is the power of the story.
  - WHY tells the background and makes people understand more.
- **Second**, people are far more likely to accept a change if they understand the reason for it.

# How to Create A Why Personalized Learning Statement

- A “WHY statement” explains a contribution and its impact thereof in a single sentence (20 words or less).
- WHY statement explains the purpose, who you are, and what you stand for.
- **It is why you do personalized learning (or want to) and why it matters for you and your school.**
- The deeper you dig, the more you’ll learn about why you/your school values personalized learning.

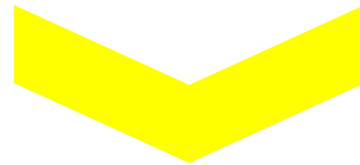
# Building Your Why Personalized Learning Statement

- Answer Question 3 only in a single sentence of 20 words or less. Record on link on Slide 31.
- Reflect upon WHY you/your school value(s) personalized learning when answering.

1. What do you want students to be able to do when they leave your school?



2. What excites you most about personalized learning?




*3. How will personalized learning enable you to help your students to be ready when they leave your*




# Possible Answers: The Why

Students will be able to...



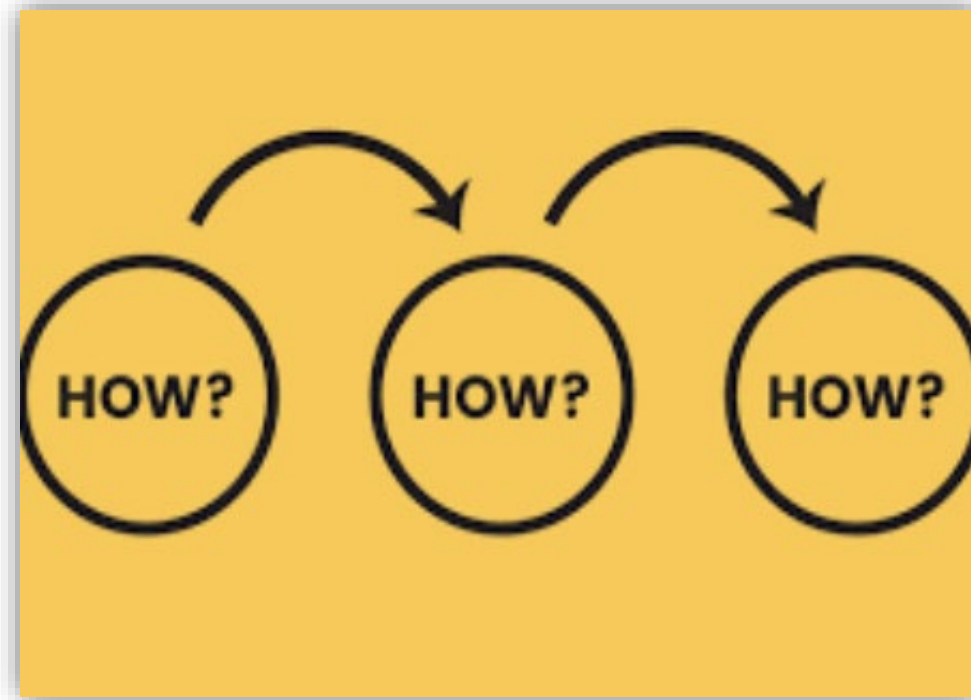
Develop inquisitive learners with a growth mindset to prepare for success in a rapidly changing world

Empower the learner to become self-directed and self-reliant



Plan a pathway in support of achievement

# Let's Explore the How



## Defining the How of Personalized Learning



# How do you (would you) like to implement personalized learning?

- HOWs often explain how to make something different or better
- Not as obvious as WHAT
- Many consider HOW the differentiating or motivating factor in a decision

# How to recognize personalized approaches

## Personalized learning strategies:

- Consider student's strengths and needs.
  - Focus on student engagement.
  - Provide tools to build self-directed learners.
  - Allow for student voice and choice.
  - Promote student agency.
  - Include flexibility of instruction and resources.
  - Encourage reflection and goal setting.
  - Embrace mistakes as learning opportunities.
- *Personalized learning is about good teaching strategies that have been in classrooms for decades.*



[Personalized Path And Pace: Personalized Learning in an Elementary Classroom - YouTube](#)

# How: Personalized Path And Pace Video

▶ 🔊 1:52 / 3:15



# How to Begin: Your school's personalized learning strategies

- Consider school's current strengths and instructional focus areas.
- Select TWO personalized approaches you see evidence of.
- Write one "look for" per box using [link on Slide 31](#).
- Please note, all classroom practitioners may not be utilizing these methods school wide.
- If there are no demonstrated personalized methods at this time, identify method(s) educators would like to see soon.

[Record on Slide 31.](#)

How do we define personalized learning? Add three "What" words from slide 17.

Personalized learning is



Why do we believe in personalized learning? Add "Why" statement in a single sentence of 20 words or less from slide 24.

Students will be able to



How will we implement personalized learning based on current competencies? Add two "How" strategies from slide 31.

Strategy 1

Strategy 2

## What Is Personalized Learning?

Participants may complete this page on the Digital Worksheet at this link. Please provide your Name and last four digits of your phone number when signing on.

<https://app.teachermade.com/begin/136a4f35-0a96-424f-825c-7362763ff587>





## Next Steps for Why Personalized Learning



# Let's Write Our Theory of Action



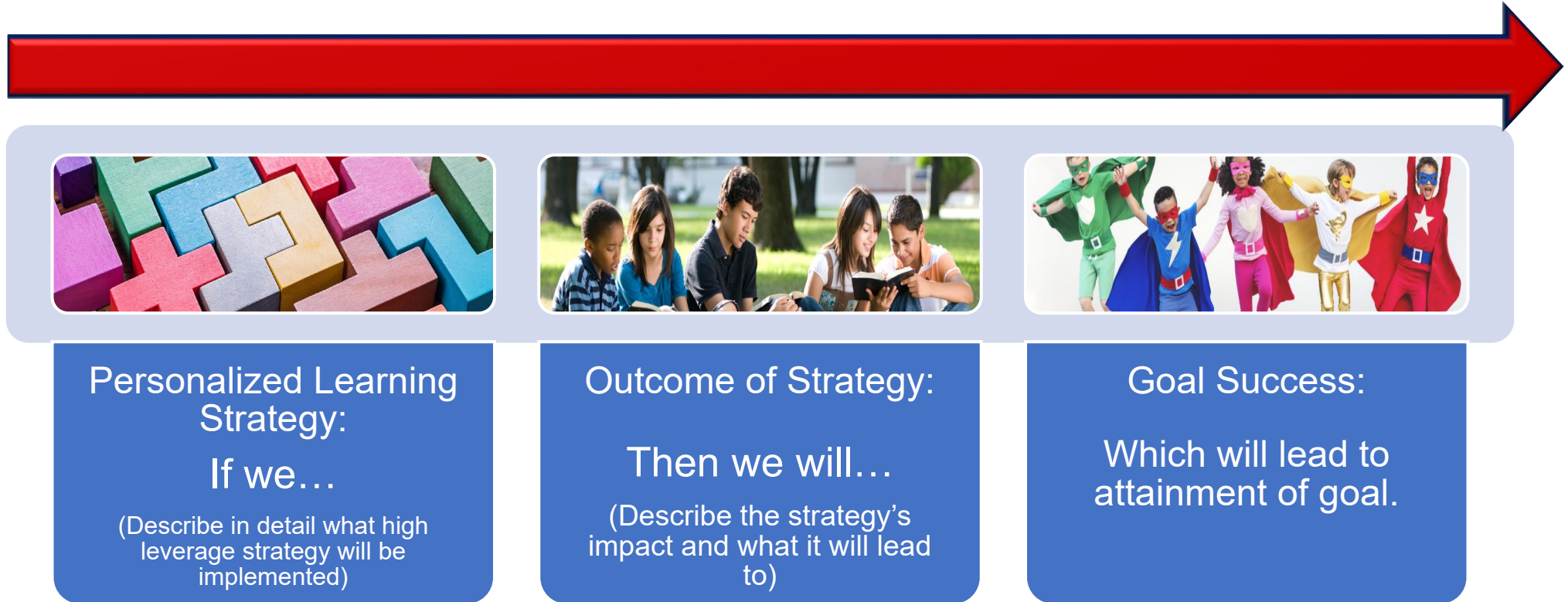
# Theory of Action

A personalized learning theory of action:

- Should align with beliefs.
- States what happens when **key strategies are implemented**.
- Requires focusing on **impact of key strategies** to motivate educators and then attain desired results.
- Causal relationship statement that is always stated in “If...Then...” phrasing.
  - *If we do this thing...Then we will see that happen...*
- The concept is:
  - If: What we plan to do
    - Then: What outcomes we hope to get

<https://info.k-12leadership.org/creating-a-theory-of-action>

# Putting the Theory of Action Together: Going from current state to new state



<https://info.k-12leadership.org/creating-a-theory-of-action>

## Theory of Action Example

### Best Theory of Action <sup>strategy</sup>

- If teachers are knowledgeable about the performances that equate to high levels of writing , and if they participate in the development of assessments that provide evidence of those performances, then they will know how to test their own knowledge and skill against the requirements of the new curriculum, and students will demonstrate higher levels of performance in their writing.

City, Elmore, Fiarman and Teitel, 2009

How do we define personalized learning? Add three "what" words from slide 17.

Personalized learning is



Why do we believe in personalized learning? Add "why" statement in 20 words or less from slide 24.

Students will be able to

3. How will personalized learning enable you to help your students to be ready when they leave your school?



How will we implement personalized learning based on current competencies? Add two "How" strategies from slide 30.

Strategy 1

Strategy 2



We believe personalized learning will result in (add Theory of Action)...

If teachers , Then students will



Participants can use this page or the Digital Worksheet at this link:

<https://app.teachermade.com/begin/136a4f35-0a96-424f-825c-7362763ff587>

# Personalized learning is a journey





Together, we  
will win!



# Links for Presentation

Slide #	Activity/Task	Link
Slides 14	Georgia's 10 Personalized Learning Standards and Vision	<a href="http://bit.ly/GAPLStandards">http://bit.ly/GAPLStandards</a> <a href="#">Georgia's PL Standards and Vision</a>
Slide 17	What Is Personalized Learning? Activity	<a href="#">Digital Post It Notes</a>
Slide 18	P vs D vs I Chart	<a href="#">PersonalizationvsDifferentiationvsIndividualization (at-udl.com)</a>
Slide 31	Digital Worksheet/What Is PL? Recording Chart (What, Why, and How)	<a href="#">What is PL? Chart</a>
All Slides	Presentation	<a href="#">What Is PL Presentation</a>



## Q&A

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# Session Feedback

Thank you for attending our session!

- Please take a moment to provide your feedback on the pop-up survey at the close of the session.
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@GADOESDE



[youtube.com/c/GeorgiaDepartmentofEducation](https://youtube.com/c/GeorgiaDepartmentofEducation)

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Georgia Department of Education

**EDUCATING  
GEORGIA'S FUTURE**