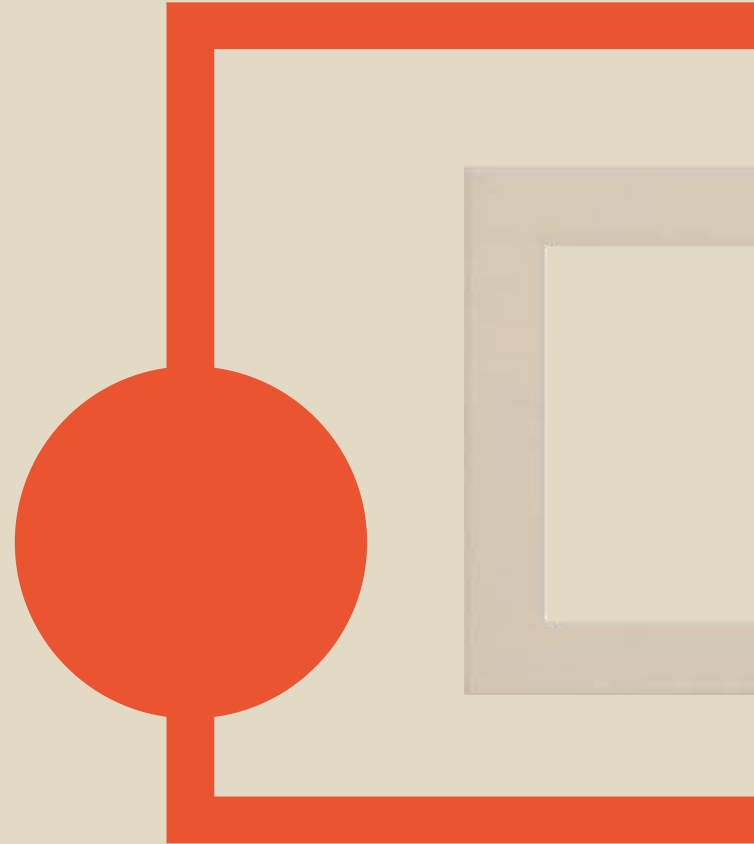


Personalized Learning

Dr. Crystal Loose, Mr. David Hearn, and Ms. Julia Formicola





Research Purpose

- The purpose of this study was to first increase preservice teacher knowledge regarding Personalized Learning (PL) through the development of PL modules.
- Secondly, to build PL rubrics that contain specific “Look-Fors” in the classroom setting. These “look-for” rubrics would be connected to the current teacher Danielson Framework.



1) What do preservice teachers know about personalized learning?

2) Does the participation in research collection improve student teachers' knowledge and awareness of personalized learning?

3) Does preparation in personalized learning influence the relationship between the mentor and student teacher?

4) To what extent can preparation in personalized learning impact teacher preparation and comfort level in the classroom setting?

Research questions

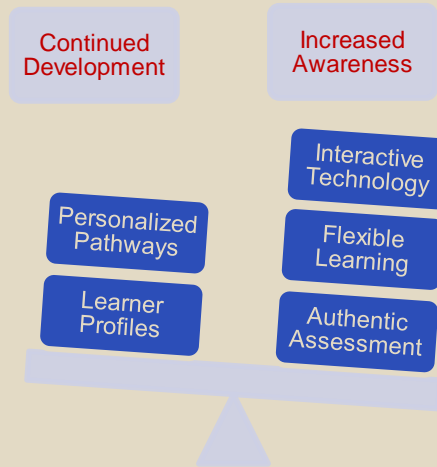


What the Data Revealed

Journal Themes:

Formative Assessments, Teacher Workload, Classroom Culture

Survey data revealed:





Equity

Personalized Learning

Julia Formicola, middle school teacher



Voices for Educational Equity



Dr. Bettina Love

Author of *We Want to do More Than Survive*



Paulo Freire

Author of *Pedagogy of the Oppressed*



Gholdy Muhammad

Author of *Cultivating Genius*



Gloria Ladson Billings

Culturally relevant pedagogy expert



Jacqueline Woodson

Young Adult author



Steven Goodman

Author of *It's Not About Grit*

What is Equitable Personalized Learning?



Individualized

Students must work on their own, personalized tracks.



Culturally Responsive

Districts must be aware of and unpack systemic inequities in education.



Student-Centered

Students must do the majority of the working, thinking, and talking in a classroom.



Aware

Teachers must be aware of their students' identities and needs.

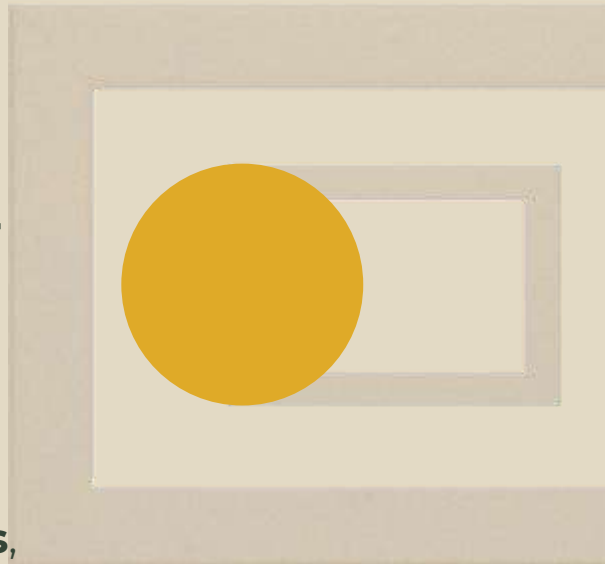
How Can You Do This?

Before assigning a task, consider...

Is this assignment geared toward one type of **learner** or **identity**?

How can student **choice** be incorporated into this assignment?

Would all students have the **resources, backgrounds,** and **experiences** necessary to perform well on this task?



(Redesign Conference 2020, 2020)

Equitable Classroom Checklist

- Account for all students' native language
- Seek multiple perspectives
- Ask students how effective your instruction was
- Give each child specific oral or written feedback
- Ensure each student receives individual help

Louisiana State Personnel Development Grant. (2010). *Equitable Classroom Practices Observation Checklist* [Checklist]. https://drive.google.com/file/d/1yF289_wJQWdF9DMMQXN7iluo1ubdhTdn/view

Instructional Rigor

David Hearn -
Elementary School Teacher



The Importance of Rigor

Rigor puts the responsibility of learning on students and not the teacher. The teacher facilitates the learning while students investigate and discover on their own.

(Robyn Jackson, 2016)



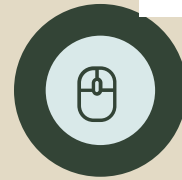
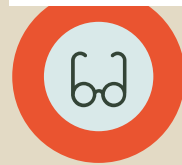
What is needed for instructional rigor in the classroom?

Differentiated Learning Objectives

Personalized Learning Pathways

Varied Learning Experiences

Mastery Based Progression



Instructional Rigor

Application



Hybrid Learning?



Pre-service Virtual

Current Teaching

- Differentiated Break-out rooms
- Choice boards
- Mastery based learning (IXL, Khan Academy)

- Making time
- Student Interests
- Providing choice in assessment
- Facilitating science activities

Looking Ahead

- Student need is varied due to Covid-19
- Current models of education are restrictive
- Higher demand for personalized learning



References

Redesign Conference 2020. (2020, September 30). *Equity and choice in personalized learning* [Video file]. YouTube. <https://www.youtube.com/watch?v=ckuqaL0doM0>

Varied Learning Experiences. (n.d.). The PL Tool box.
<https://www.thepltoolbox.com/variedlearningexperiences.html>

ASCD Shorts: Rigor with Robyn Jackson. (2016, September 2). [Video]. YouTube.
https://www.youtube.com/watch?v=iu73zsXNyoY&ab_channel=ASCD