THE UNIVERSITY OF MAINE

Personalized Learning:
A U.S. Perspective

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Schlechty's Levels of Student Engagement

Authentic Engagement	Students are immersed in work that has clear meaning and immediate value to them.	High Attention	High Commitment
Ritual Compliance	The work has little or no immediate meaning to students, but there are extrinsic outcomes of value that keep them engaged.	High Attention	Low Commitment
Passive Compliance	Students see little or no meaning in the assigned work but expend effort merely to avoid negative consequences.	Low Attention	Low Commitment
Retreatism	Students are disengaged from assigned work and make no attempt to comply but are not disruptive to the learning of others.	No Attention	Low Commitment
Rebellion	Students refuse to do the assigned task, act disruptive, and attempt to substitute alternative activities.	Diverted Attention	No Commitment

Schlechty, 1990

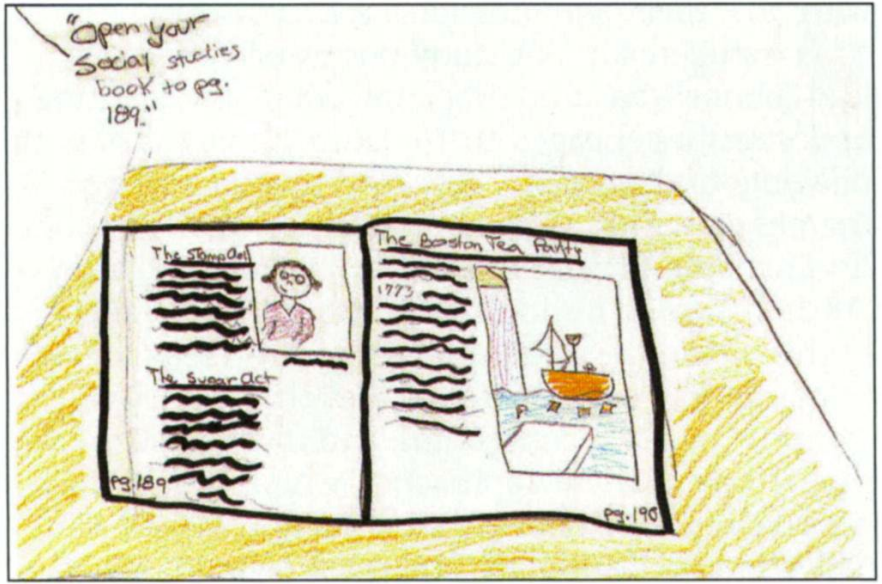
Think of a time
when you were deeply *engaged*
in learning.

Think of a time
when you were deeply *engaged*
in learning.

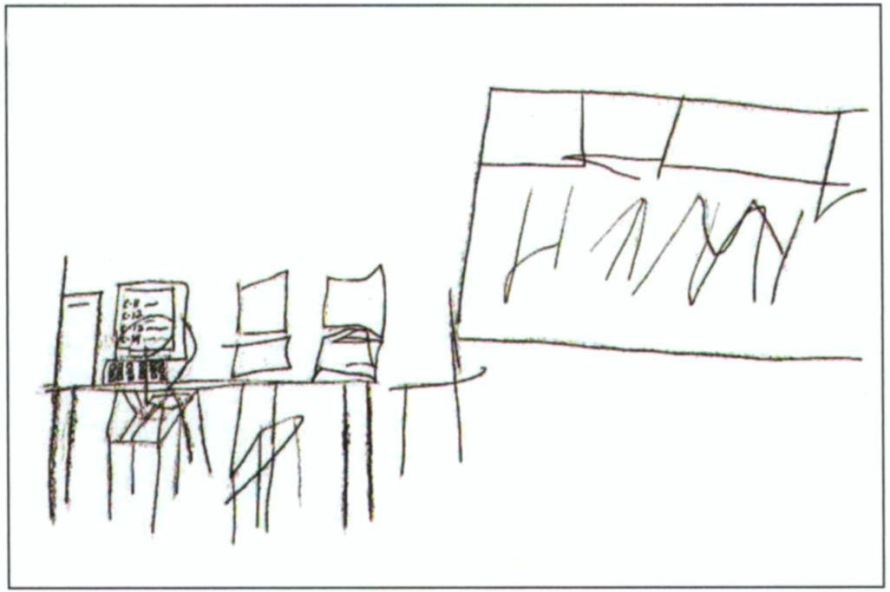
What conditions were in place?

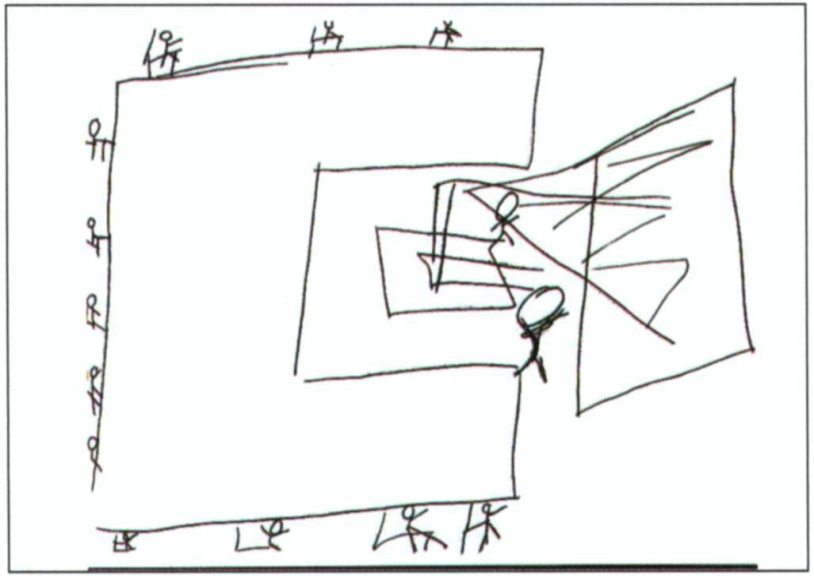
Samantha


"CLICK THERE"
American Revolution
Can I help?

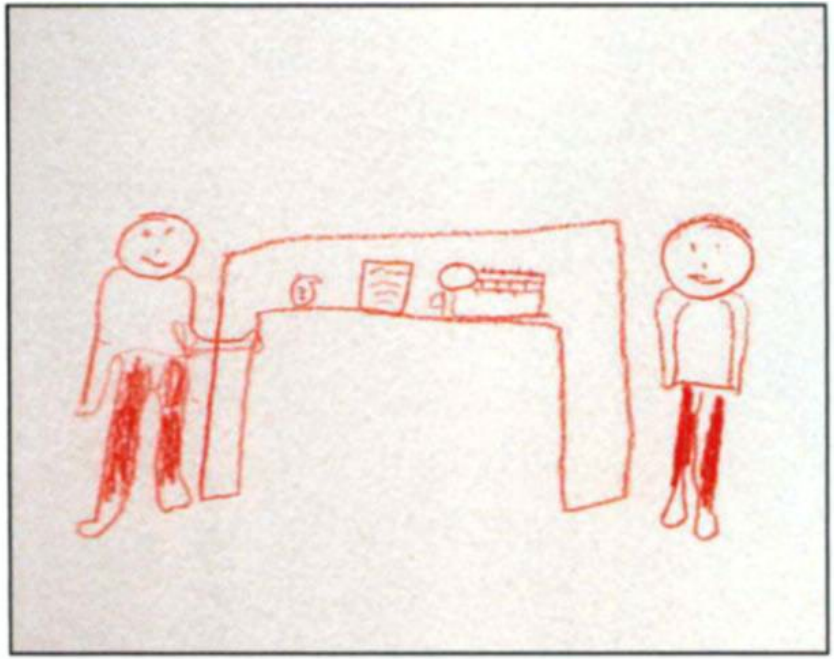

"Open your Social studies book to pg. 189."
The Stamp Act
The Boston Tea Party
1773
The Swear Act
pg. 189
pg. 190

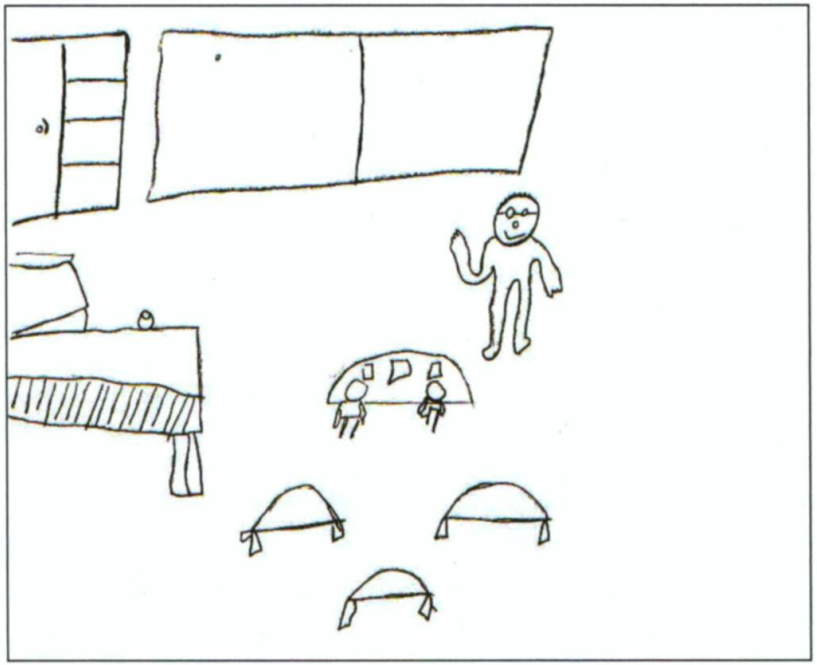
Anthony



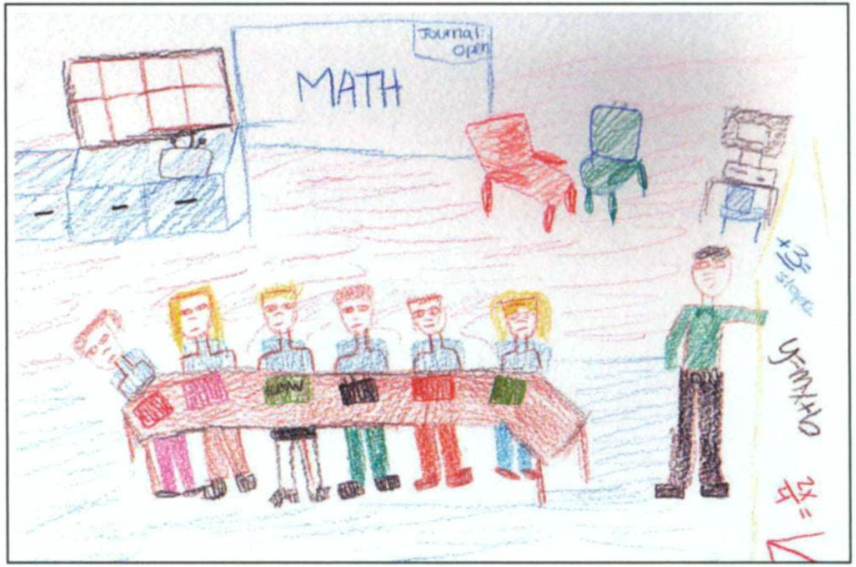


Jacob

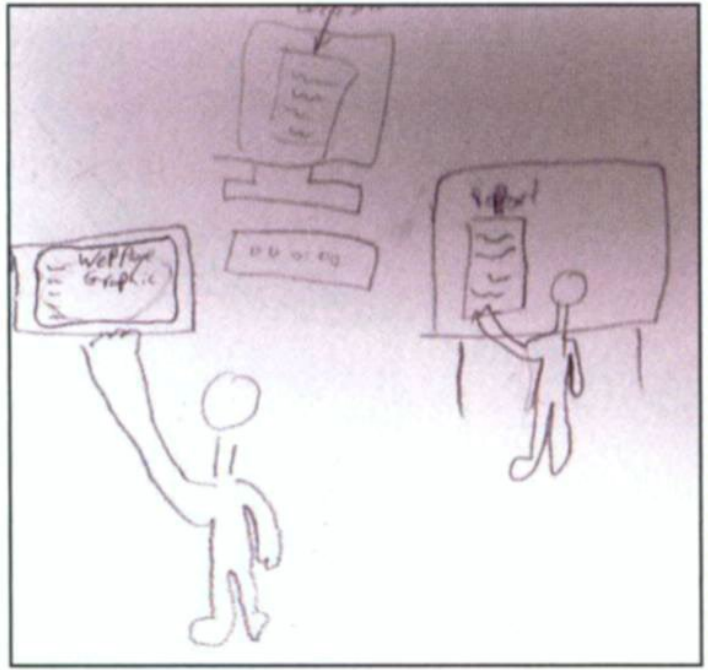




Amelia



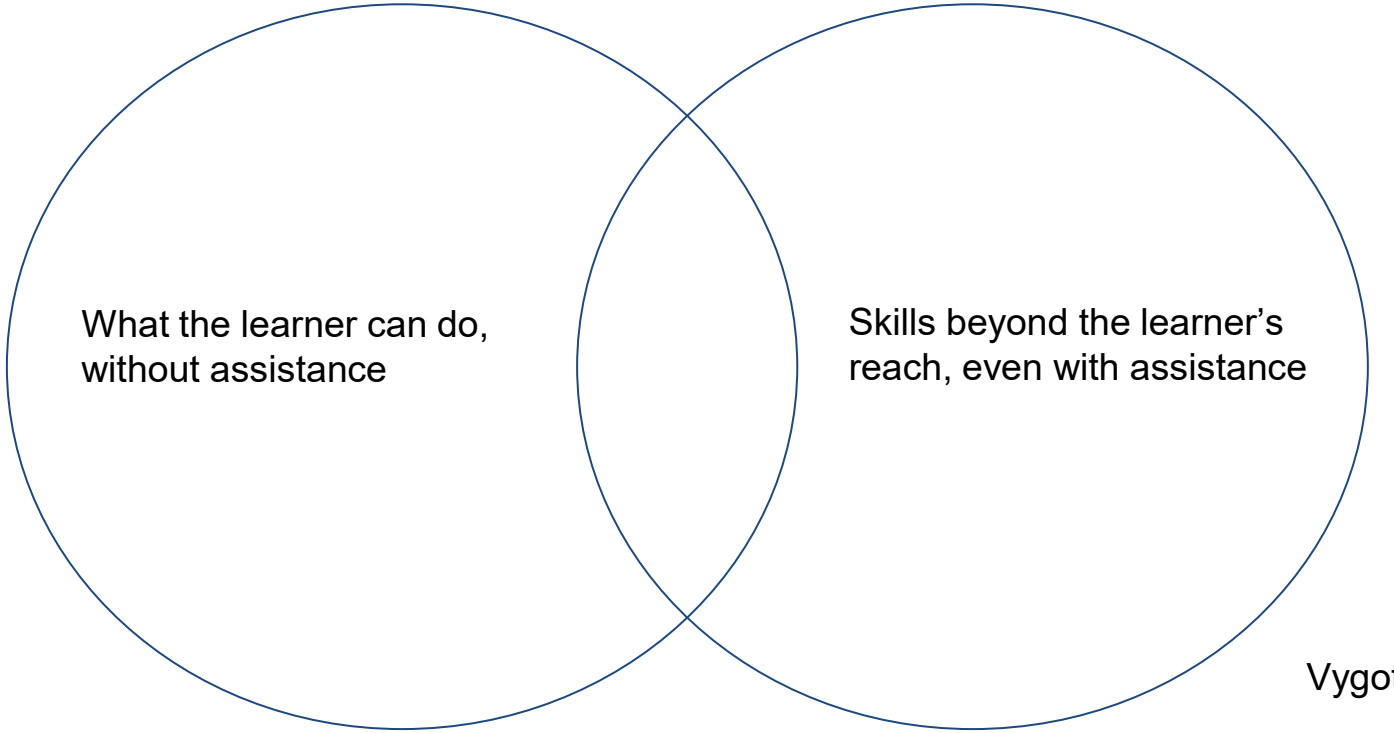
Casey



Engagement is linked to

- **Purpose** (what I am doing matters)
- **Sense of control** (I have choice in what I do)
- **Constructive emotions** (I feel good about my work)
- **Self-efficacy** (I believe I have the skills to succeed)

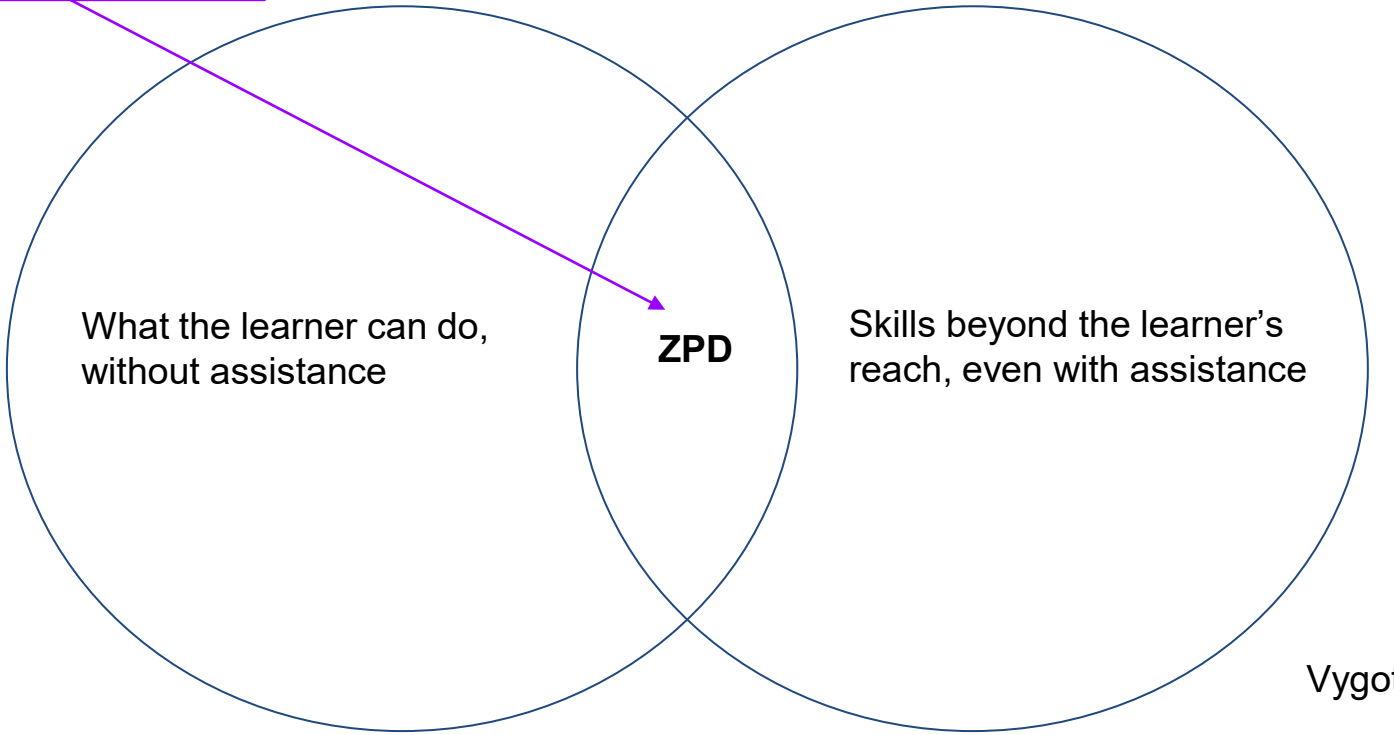
Zone of Proximal Development



Vygotsky, 1978

What learners can do, with "capable guidance"

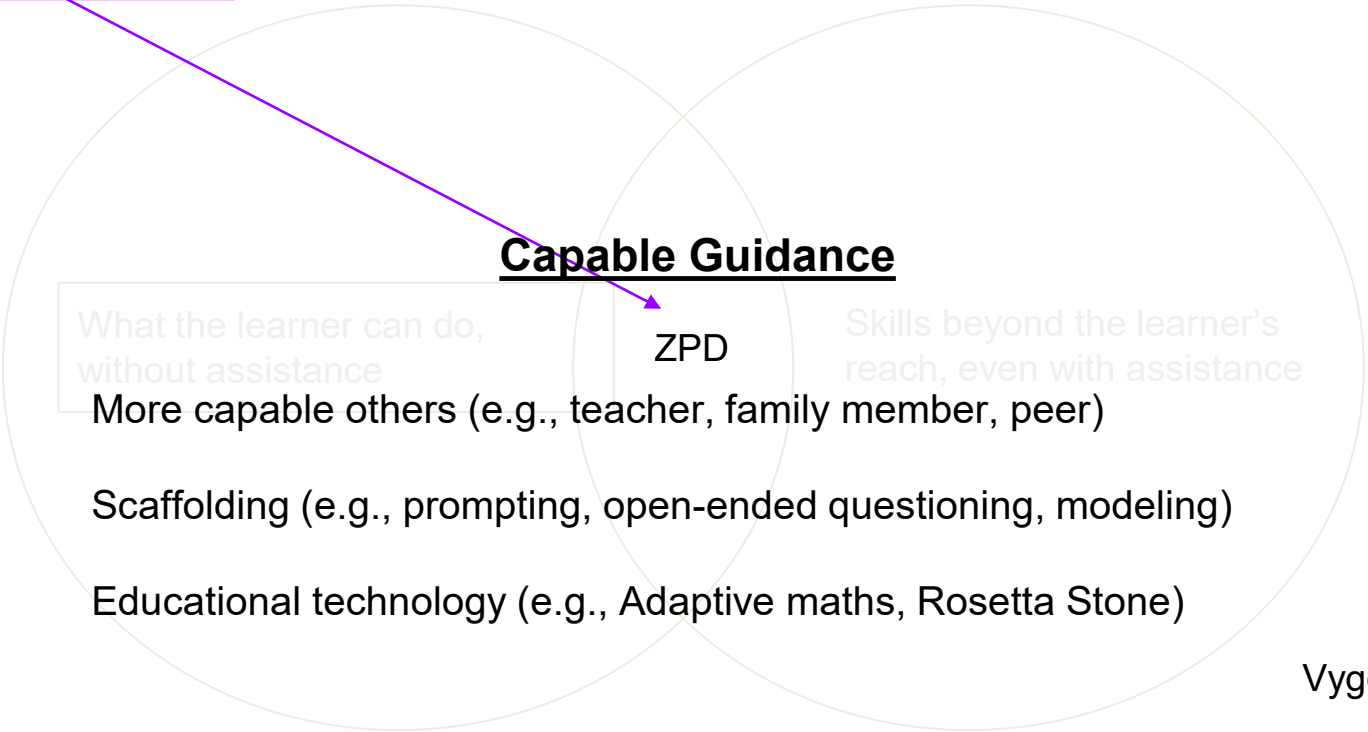
Zone of Proximal Development



Vygotsky, 1978

What learners can do, with "capable guidance"

Zone of Proximal Development



Capable Guidance

More capable others (e.g., teacher, family member, peer)

Scaffolding (e.g., prompting, open-ended questioning, modeling)

Educational technology (e.g., Adaptive maths, Rosetta Stone)

Vygotsky, 1978

Historic Assumptions about Schooling

Space: Learning occurs within the school building. Enclosed, single-use spaces connected by long hallways designed to move students rapidly between bell periods.

Time: Learning occurs between the hours of the school day. Learning takes the same amount of time regardless of subject, objective or activity.

Grouping: Age defines pace. Students grouped by chronological age are expected to learn at the same rate.

Teacher Role: Teachers are directors. Teachers determine how students will learn and demonstrate understanding of curriculum.

Student Role: Students are recipients. Students receive instruction.

Historically…

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But what if…

?

But what if…

We valued learning that happened anywhere and anytime?

Physical spaces were flexible and aligned with the task?

Timetables were based on the task at hand?

Teachers truly got to know *each* student's strengths, needs and interests?

Teachers worked in teams, with differentiated roles and shared resources?

Students moved between and among groups, based on interests, needs, strengths, levels of challenge?

Students had time for independent learning that aligned with their zones of proximal development?

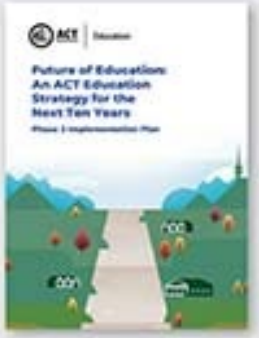
Students progressed at the pace they required?

Students were co-designers and collaborators with teachers?

What if…

learning was *personal*?

ACT Wellbeing Framework



Set Up for Success Early childhood strategy

Future of Education 10 year strategy

A Fair Start for Every Child	Placing Students at the Centre
Valuing Educators Values Children	Empowered Learning Professionals
Every Child has a Story	Strong Communities for Learning
Working Together For Children	Systems that Support Learning

Making Learning Personal

Personalized Learning:

"tailoring learning for each student's strengths, needs and interests—
including enabling student voice and choice in what, how, when and where they learn—
to provide flexibility and supports to ensure mastery at the highest standards possible."

Natalie Slocum, Aurora Institute

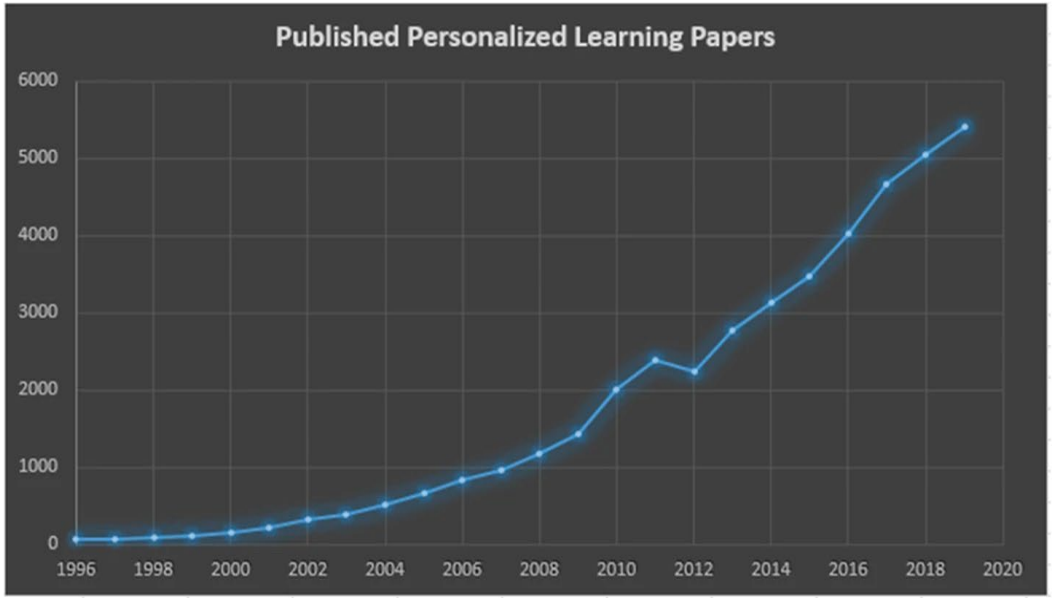
Three Elements:

1) addressing an individual's needs, skills and interests
2) offering a variety of learning pathways
3) assessing learning based on students' proficiency

Personalization	Differentiation	Individualization
The Learner…	**The Teacher…**	**The Teacher…**
Drives their learning	Instructs groups of learners	Accommodates individual learning needs
Participates in design of learning	Designs instruction based on needs of groups of learners	Customizes instruction based on individual learning needs
Identifies goals and benchmarks with guidance from teacher	Identifies same objectives for different groups of learners	Identifies specific objectives for those who receive 1:1 support
Demonstrates mastery of content	Monitors learning based on seat time and grade level	Monitors learning based on seat time and grade level
Learns to monitor progress and reflect on learning based on data, assessment and mastery of content and skills	Uses data and assessment to modify instructions for groups and provide feedback to individuals	Uses data and assessment to measure progress and inform next steps for individual learner

Adapted from Bray & McClaskey, 2013

Personalized Learning: What the Research Says



Shemshack, A., & Spector, J.M. (2020). A systematic literature review of personalized learning terms. *Smart Learning Environments* 7(33).

Personalized Learning: What the Research Says

Challenging to Measure

- Varied definitions
- Poorly aligned outcome measures
- Varied implementation
- Lack of fidelity

Demonstrates Promise

- Greater gains in reading, math, cognitive and problem-solving skills
- Positive effects on interpersonal and intrapersonal outcomes
- Higher student motivation, sense of belonging and connectedness to school
- Higher-than-average post-secondary participation, graduation and persistence rates

More is Needed

- Which practices are most effective?
- What policies are necessary to maximize the benefits?
- How do schools and systems transition to personalized models?
- Are certain elements more important at key transformational stages?

Bill & Melinda Gates Foundation, 2014; Friedlaender et al., 2014; Pane et al., 2015, 2017; RAND Corporation, 2014; Solberg et al., 2014; Zeiser et al., 2014; Zimmerman & Kuhlmann, 2019

Three Pillars of Personalized Learning

1. Personalized Learning Plans

Provide window into student identities

Position student as director

Offer framework for goals and action

Create platform for engaging families

Know students well

2. Flexible Pathways

Invite learning of personal and social significance

Promote powerful pedagogies

Welcome a variety of collaborators

Value anywhere/anytime learning

Foster deep engagement

3. Proficiency-Based Assessment

Honor authentic evidence

Remove seat time as measure

Provide new language for learning

Emphasize transferable skills

Value student learning

Three Pillars of Personalized Learning

1. Personalized Learning Plans

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Know students well

Main Street Middle School

Peoples Academy

Three Pillars of Personalized Learning

Crossett Brook Middle School

2. Flexible Pathways

Invite learning of personal and social significance

Promote powerful pedagogies

Welcome a variety of collaborators

Value anywhere/anytime learning

Foster deep engagement

Flood Brook Union School

Co-designing Learning of Personal and Social Significance

Questions about Myself

What is my purpose in life?

Would I be alive if my mom hadn't met my dad?

Why do I have a fear of heights?

Why are my dreams so wacky?

What is my ancestry?

Will I always stay the same person?

Why do I have depression?

Why does food taste so good?

Why am I the height I am?

Why do I like my favorite color?

Is there anyone in the world who looks like me?

Why do I love reptiles?

Why am I a morning person?

Why do I need glasses?

Why did I shave half my head?

Why can I never finish an assignment on time?

Questions about the World

Why do species go extinct?

Does time repeat?

When will the sun explode?

How will technology advance?

Will sicknesses ever be cured or evolve?

What will happen with global warming?

Why do people think it's ok to eat other animals?

What is it like to be someone else?

How will politics change?

Will we ever find other life forms?

What happens after we die?

How will Earth change in the future?

What caused the big bang?

If there was one thing on earth everyone could agree on, what would it be?

Is anything real?

(Essex Middle School Students)

Three Pillars of Personalized Learning

Williston Central School

3. Proficiency-Based Assessment

Honor authentic evidence

Remove seat time as measure

Provide new language for learning

Emphasize transferable skills

Value student learning

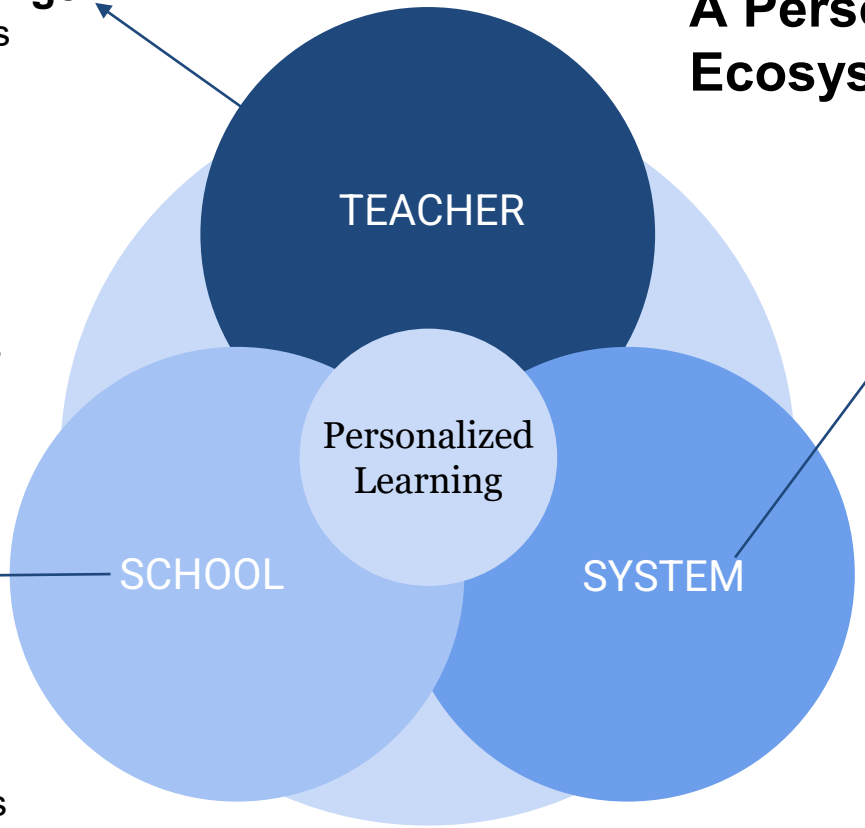
Personalized Learning Plans as Anchor: Purposes & Possibilities

Students	Teachers	Families	Community Members
help students explore their identities in a safe and respectful place	learn more about students	provide a broader representation of what their children can do	discover common ground for collaboration
ensure students feel known as individuals	manage idiosyncratic learning pathways	help families stay connected to their child	establish a common language and vision within the community
provide students with a mechanism to know one another better	assess student growth more meaningfully	address parents'/ guardians' concerns or anxieties	value the expertise within the community
allow students more control over their learning	collaborate with colleagues more effectively	provide documentation for school transitions	expand notions of where learning happens

A Personalized Learning Ecosystem: Implications

Implementing Change

- Shared responsibilities
- Differentiated roles
- Deeper learning
- Flexible grouping
- Flexible scheduling
- Flexible spaces
- Team planning time
- Assessment purposes



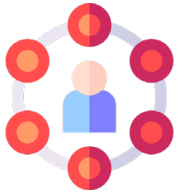
Catalyzing Change

- School leader autonomy
- New entry points for educators
- New specializations for educators
- New advancement for educators
- External partnerships
- Community education

Managing Change

- Educator autonomy
- Team schedules
- Team data and resources
- Team spaces
- Staffing and hiring for teams
- Coaching and support for teams
- Data and accountability

Rethinking Roles



Teacher Leader

- Lead instructional team
- Plan and direct instruction
- Model lessons
- Coach collaborating teachers
- Mentor residents

Collaborating Teacher

- Lead classroom instruction
- Collaborate with other teachers
- Specialize in one or more content areas
- Hone expertise

Support Staffer

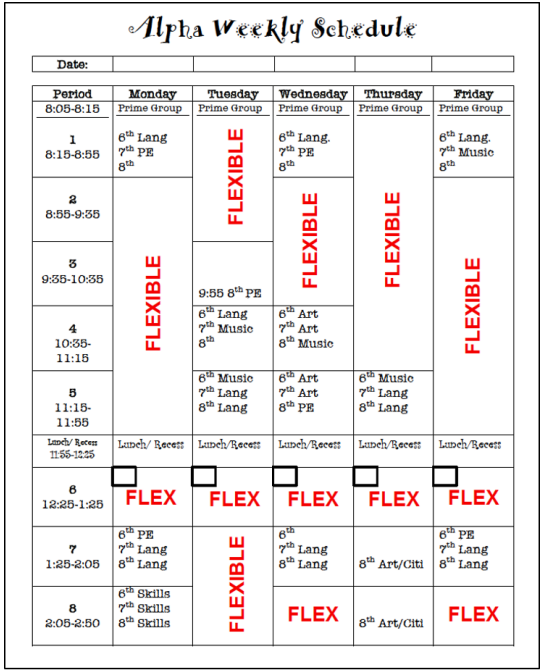
- Supervise skill practice
- Provide 1:1 or small group support
- Lead advisory sessions
- Mentor students

Teacher Resident

- Support and assist other team members
- Learn skills on the job
- Participate in teacher prep program

Adapted from the Christensen Institute & Public Impact, 2018

Rethinking Time

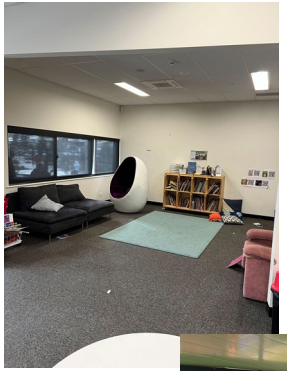


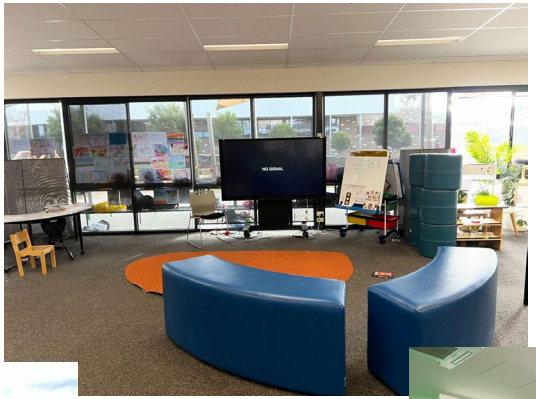
Alpha Weekly Schedule

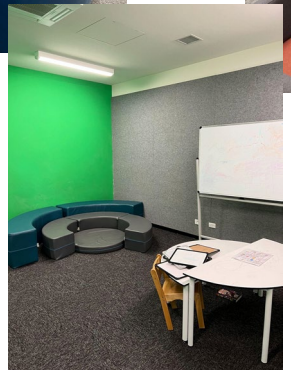
Date:					
Period	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:05-8:15	Prime Group	Prime Group	Prime Group	Prime Group	Prime Group
1 8:15-8:55	6th Lang 7th PE 8th	FLEXIBLE	6th Lang. 7th PE 8th	FLEXIBLE	6th Lang. 7th Music 8th
2 8:55-9:35	FLEXIBLE		FLEXIBLE		FLEXIBLE
3 9:35-10:35		9:55 8th PE			
4 10:35-11:15		6th Lang 7th Music 8th	6th Art 7th Art 8th Music		
5 11:15-11:55		6th Music 7th Lang 8th Lang	6th Art 7th Art 8th PE	6th Music 7th Lang 8th Lang	
Lunch/ Recess 11:55-12:25	Lunch/ Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
6 12:25-1:25	FLEX	FLEX	FLEX	FLEX	FLEX
7 1:25-2:05	6th PE 7th Lang 8th Lang	FLEXIBLE	6th 7th Lang 8th Lang	8th Art/Citi	6th PE 7th Lang 8th Lang
8 2:05-2:50	6th Skills 7th Skills 8th Skills		FLEX	8th Art/Citi	FLEX

Margaret Hendry School, Williston Central School

Rethinking Space

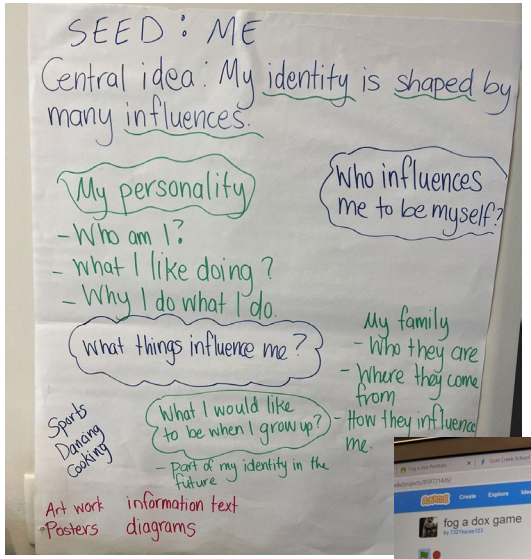


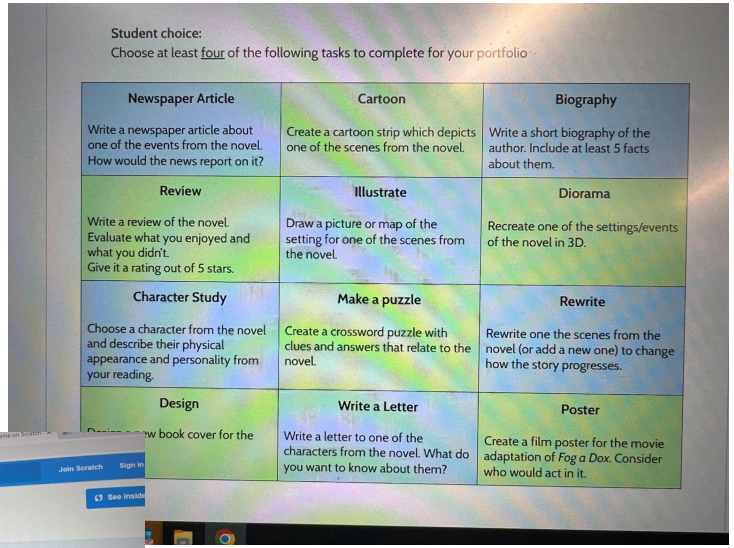




Gold Creek School, Margaret Hendry School

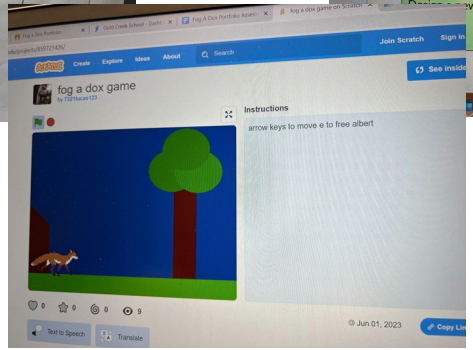
Rethinking Curriculum





Student choice:
Choose at least four of the following tasks to complete for your portfolio

Newspaper Article Write a newspaper article about one of the events from the novel. How would the news report on it?	**Cartoon** Create a cartoon strip which depicts one of the scenes from the novel.	**Biography** Write a short biography of the author. Include at least 5 facts about them.
Review Write a review of the novel. Evaluate what you enjoyed and what you didn't. Give it a rating out of 5 stars.	**Illustrate** Draw a picture or map of the setting for one of the scenes from the novel.	**Diorama** Recreate one of the settings/events of the novel in 3D.
Character Study Choose a character from the novel and describe their physical appearance and personality from your reading.	**Make a puzzle** Create a crossword puzzle with clues and answers that relate to the novel.	**Rewrite** Rewrite one the scenes from the novel (or add a new one) to change how the story progresses.
Design Design a new book cover for the	**Write a Letter** Write a letter to one of the characters from the novel. What do you want to know about them?	**Poster** Create a film poster for the movie adaptation of *Fog a Dox*. Consider who would act in it.



Gold Creek School, Margaret Hendry School

Harwood Union High School

THANK YOU

PENNY.BISHOP@MAINE.EDU

Common Challenges

Blended Learning- enables greater teacher capacity

e.g. Station Rotation, Hi-Flex, Blended Learning

Real Time Data- more formative assessment enables regular re-grouping, responding to struggling learners

Teaming- data informs discussions and interventions

New staffing models- new roles

Transition back out…

What does a responsive ecosystem look like for PL?

Use following framework to also point out where we struggled

Also why the middle grades, which were already team-based, seemed to work best

Space

tossing out industrial-era blueprints that emphasized enclosed, single-use spaces connected by long hallways designed to move students rapidly between bell periods

Corridors are being widened to become extensions of the classroom, stairs are turning into seating space, and walls throughout the building are doubling as writing surfaces or displaying Wi-Fi-enabled TV screens.

Typical, single-use rooms like cafeteria and libraries, meanwhile, are being designed to function as hybrid theaters, makerspaces, and media centers.

the factory model school that most of us went to—where you've got similarly sized classrooms marching down either side of the hallway—is not going to support the kind of teaching and learning that they're after,

Truly flexible spaces should also meet the day-to-day needs of educators to create instructional variety—direct instruction, group work, independent work—by quickly altering their environments. Lightweight chairs, beanbags, area rugs, tables of different heights, and even movable or foldable walls can transform alcoves into quiet reading spaces, which can in turn be modified to suit project-based learning or direct instruction.

designated collaboration space, the Innovation Zone, where students conduct individual research, collaborate on group projects, and give presentations.

some outdoor learning environments are simply spaces that facilitate learning—a group of benches, an amphitheater, or a partially covered workspace with amenities like Wi-Fi and supplies. Like classrooms, these outdoor spaces are designated for instruction, presentations, or independent and group work, but they provide a fresh perspective for students who spend most of the school days indoors.

Other outdoor learning spaces are designed to be extensions of the curriculum, and provide opportunities to observe or interact directly with nature.

What are the answers, challenges, etc.

lessons learned from the challenges of enacting personalized learning in compulsory school classrooms, and

explore the collaborative school cultures that help educators grow and evolve during these changing times.

Collective efficacy

Shared governance

Distributed leadership

Criteria	Questions to Ask
Expression	Does it foster student expression? Can students personalize the design? Does it easily incorporate multimedia? Can students readily incorporate or link to external evidence?
Planning and Goal Setting	Does it enable linking plans, goals, and proficiencies? Does it integrate student project planning and management?
Reflection	Does it support student reflection? Does it promote dialogue, such as commenting features, between the student and other audiences?
Flexibility	Is it flexible? Can students modify the PLP to respond to different audiences? Can students manage with whom their PLP can be shared both within and beyond their school? Can community mentors or family members weigh in on goals or evidence?
Efficiency	Is it quick and easy to use? Does it meet the daily needs of users? Is it available for students, teachers and families to interact with at any

Table 3.6 Criteria for digital PLP platforms

Guiding Questions for PLP Design Teams

Purpose:

What is our purpose(s) for the PLP?
Are there primary and secondary purposes?
If so, what are they?
Who are the main stakeholders?

Audience:

Based on these purposes, who are the audiences?

Content:

Based on the purpose and audience, what is required in a PLP?
What is optional?
What degree of choice will students have in determining content?
How important is consistency of content across settings?
Will the content vary by grade level, classrooms or teams?
Will all classes contribute to the PLP?

Form:

What form will the PLP take?
How important is consistency of format across settings?
Will the format vary by grade level, classrooms or teams?
What degree of choice will students have in determining form?

Roles and Responsibilities:

And based on all of this, who will take the lead for the team/school/SU?

Autobiographical Map

Identi-Tree

Today's Do Now:

Step 1: Consider your own identity as it relates to the iceberg model

Step 2: Fill in your own iceberg (15 items at least!) – on the back of Friday's note sheet

Finish Early? Please grab a few reading minutes

CHARACTERISTICS OF FLOW (M. Csikszentmihalyi)

- Complete concentration on the task
- Clarity of goals and reward in mind and immediate feedback
- Transformation of time (speeding up/slowing down)
- Intrinsically rewarding
- Effortlessness and ease
- Balance between challenge and skills
- Actions and awareness are merged, losing self-conscious rumination
- A feeling of control over the task

Figure 5.3 Noah Hurlburt's 8th Gr

8th Grade Science
Independent Packet M

Name_____

MS-PS4-1 Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave

MS-PS4-2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

In this space, write a short explanation (in your own words) that breaks down the proficiencies above.

Chrome Music Lab- Take some time to play!

Learning Targets	Completion Date	Teacher Feedback
I can identify and explain the wavelengths that make up the EM Spectrum		
I can explain and demonstrate how wave frequency and wavelength combine to make up each different wave within the EM Spectrum		
I can know what the speed of light is, and how this speed is calculated		
I can identify, explain, and demonstrate how the EM Spectrum is utilized in daily life		
I can compare, contrast, and explain the similarities between visual light and sound waves		
I can design and engineer a smartphone amplifier that manipulates sound waves to increase music decibel levels		

How will I know when I have met the proficiency?