



# Personalized Learning Professional Development

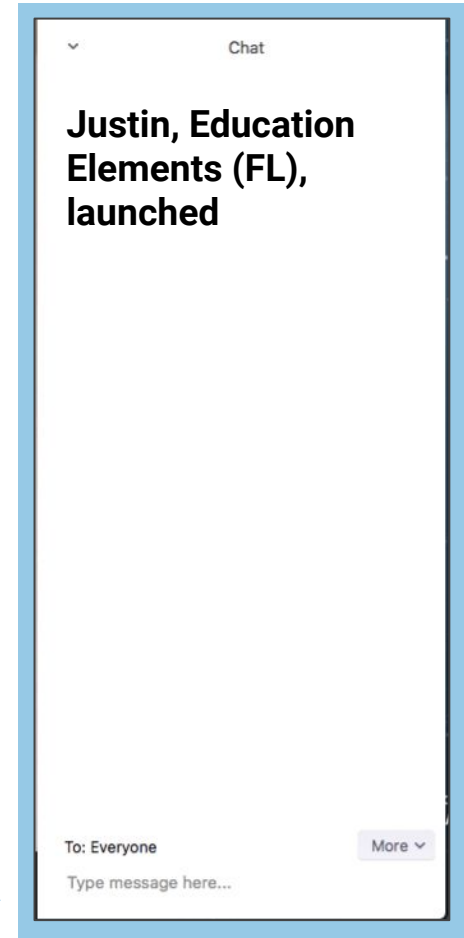
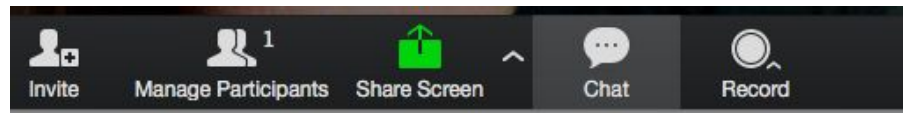
*May 30, 2019*

Webinar with Justin de Leon, Partner at Education Elements



# Introduce Yourself

- (1) Name
- (2) District or Company
- (3) Phase of personalized learning implementation: thinking about it; planning; implementing now; fully launched



# Have a question?

**We'll stop throughout the session to answer them.**



Justin de Leon

[justin@edelements.com](mailto:justin@edelements.com)



# Today's Key Question



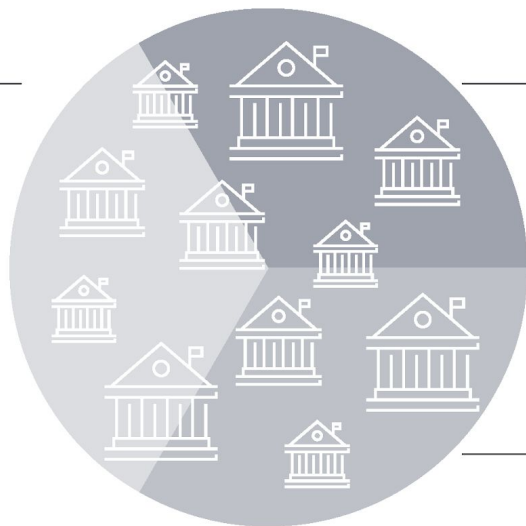
What strategies can we use to facilitate Personalized Learning professional development with our staff?

# What does Education Elements do?



## CONSULTING SERVICES

We have a proven methodology focused on student-centered learning, developed through our work with more districts than any other consulting firm.



## TOUCHPOINT

Remote project management tools to increase efficiency, improve project execution and keep teams on track.



## TOOLKITS

Capsules of resources to assist leaders and teachers design and implement new solutions, with limited consulting support.



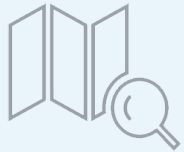
## ONPOINT

Provides benchmarks to, understand and track progress over time, driving districts to focus on what's driving their success and what's holding them back.

# What's Education Elements' Mission?



We work with districts to build and support dynamic school systems that meet the needs of every learner, today and tomorrow.



34 states  
+ DC



140+  
districts



750+  
schools



40,000  
teachers



630,000  
students

# What are the results of partner districts/schools?

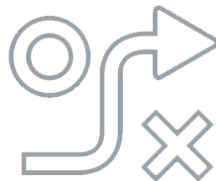


Since partnering with us:



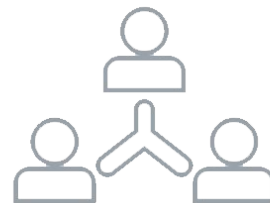
**95%** of district  
leaders

see teachers **innovate**  
more often



**86%** of district  
leaders

say team meetings  
and collaboration are  
**more effective**



**85%** of district  
leaders

say roles and  
accountabilities within  
their organization are  
**more clear**



# Where are you in your personalized learning implementation?



Thinking about  
it...

Planning or  
getting started...

Launched and  
looking to  
improve...

*Today, we will focus on versatile strategies that can help within and across phases of implementation, while picking up on effective PD practices*

# Define a purpose and theory of action

WHAT

What personalized practices, models or resources are you hoping to implement?

WHY

Why will you implement?

**Phase:** Thinking about it or planning

**What:** Reflect, discuss and establish theory of action

**Why:** Gain clarity on purpose and desired outcomes

THEORY

If you implement, what will be the outcomes?

## Try it out: define a theory of action to guide your work

### WHAT

We intend to leverage personalized learning strategies and student centered models to increase student achievement.

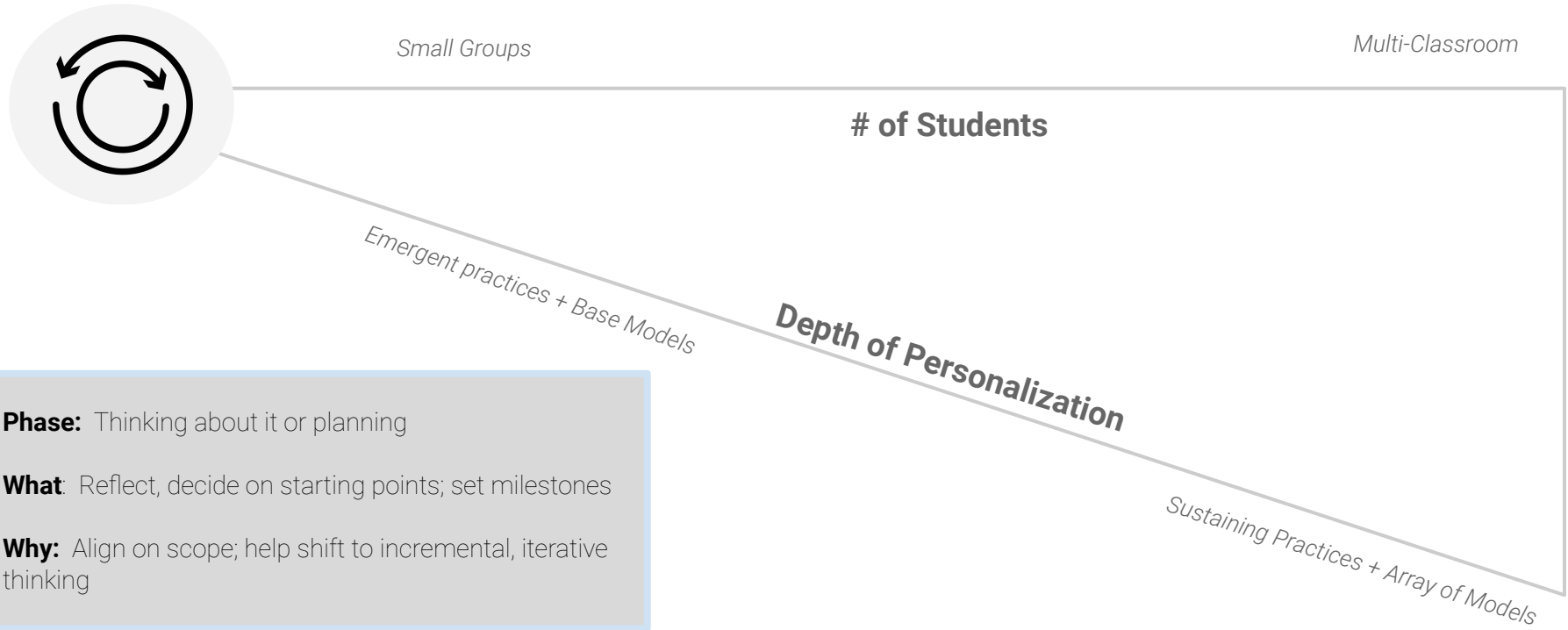
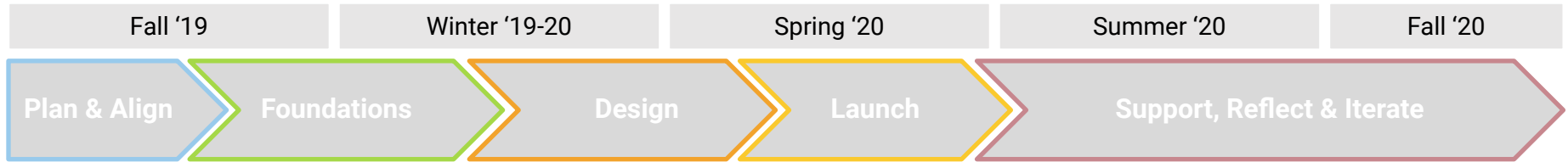
### WHY

Nearly half of our students are performing below or far below grade level and we must be more intentional about their learning growth.

### THEORY

We believe that **if teachers and students use data to understand needs, then learning will be customized, creating entry points and enabling greater student growth.**

# Define the scope and starting point of your implementation





## Targeted Instruction

Instruction aligns to specific student needs and learning goals.



## Data Driven Decisions

Frequent data collection informs instructional decisions and groupings.



## Flexible Content and Tools

Instructional materials allow for differentiated path, pace, and performance tasks.



## Student Reflection and Ownership

Ongoing student reflection promotes ownership of learning.

# Know what to look for

## Targeted Instruction

### Look Fors (ordered from emerging to sustaining)

- There are clear routines and procedures in place to support the teacher's PL instructional model and allow for targeted instruction
- Teacher-led instruction is differentiated for individual or groups of students
- Groups are based on quantitative or qualitative data (digital content, conferencing notes, exit tickets, benchmarks, interest, need etc.)
- Station work is differentiated in process or product (varying levels of complexity and process)
- Teacher formatively assesses students and adjusts instruction in real-time
- Informal assessment is happening throughout the lesson

### Questions to ask students

- How often do you get to meet with your teacher one-on-one or in small groups?
- Do you work in groups with your peers? If so, how are you grouped together?
- How often does your teacher regroup?
- Does everyone do the same thing at a station?

**Phase:** Planning; launched and looking to improve

**What:** Build a PL look fors guide (or use this one!); guide reflection, observation, coaching

**Why:** Define and calibrate on exactly what personalized learning looks like

## Data-Driven Decisions

### Look Fors (ordered from emerging to sustaining)

- Variety of material reflects differing student needs and current ability levels
- Groups are based on quantitative or qualitative data (digital content, conferencing notes, exit tickets, benchmarks, interest, SEL goals, need etc.)
- Visual tracking of student progress (data-walls, individual student trackers) that is frequently updated
- Formative assessments are used throughout the lesson
- Teacher uses a do now and/or exit slip that measures student skill/knowledge mastery
- Evidence of individualized feedback on student assessment, interactions, or work products

### Questions to ask students

- How do you know the progress you are making in this class?
- Does your teacher check in with you about your progress?
- How does your teacher give you feedback on your work? How often?
- How do you know what your areas of strengths or weaknesses are?

# Know what to look for

**Phase:** Planning; launched and looking to improve

**What:** Use this with building leaders and coaches to reflect and narrow focus on where to build capacity

**Why:** Define and calibrate on exactly what personalized learning looks like

## PERSONALIZED LEARNING IMPLEMENTATION FRAMEWORK

STRATEGY	DESIGN	CURRICULUM & INSTRUCTION	SUPPORT	OPERATIONS
 PL Vision Alignment	 Culture of Innovation	 Curriculum Inventory	 Roles to Support PL Teachers	 Devices and Digital Tools
 PL Rollout Plan	 PL Instructional Models	 Online & Offline Curriculum Alignment	 PL Professional Learning Plan	 IT Support Plan
 Multi-Year Roadmap	 Students As Self-Directed Learners	 Digital Portfolio and Usage	 PL Resource Bank	 Infrastructure Upgrade Plan
 Initiative Alignment	 Schedule Aligned to PL Design	 Grading, Assessment, and Data Culture	 PL Coaching and Evaluation System	 3-5 Year Budget
 PL Expectations & Success Indicators	 Teacher Role in PL Instructional Model	 Strategy for Special Student Populations	 PL Communication Plan	 Workforce Plan
DATA ANALYSIS TO MONITOR SUCCESS AND CONTINUALLY IMPROVE				

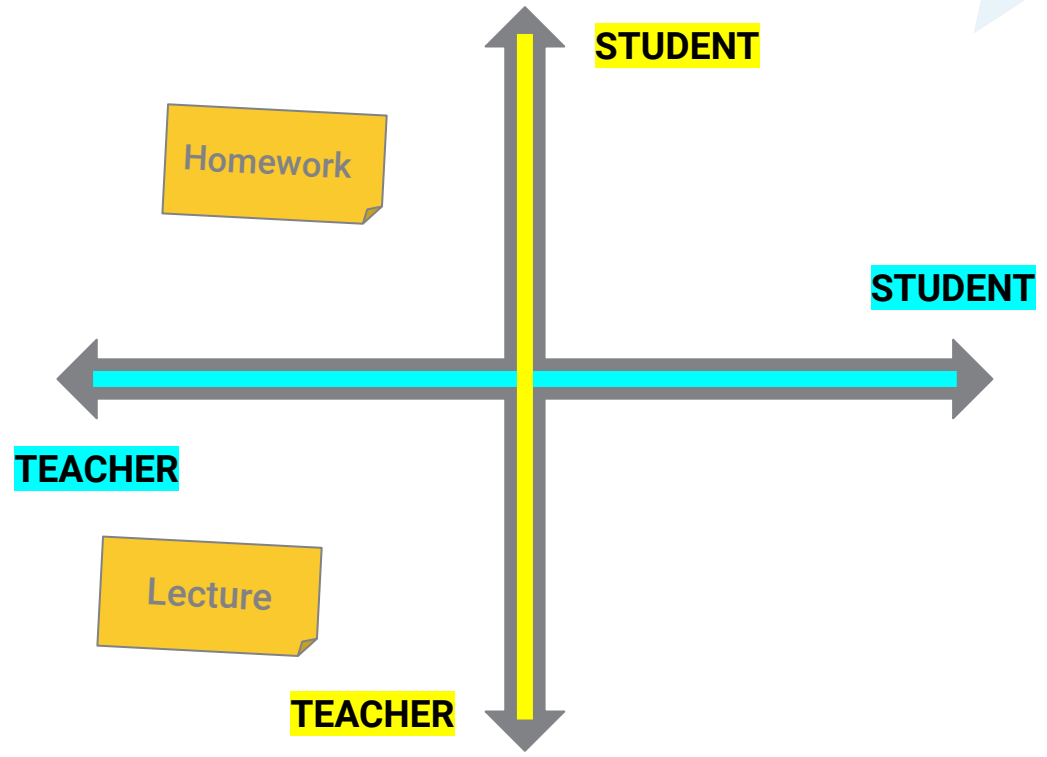
# Doing and directing



Personalized learning finds students doing more of the decision making and heavy lifting.

**Doing** (vertical axis): Who is doing most of the work?

**Directing** (horizontal axis): Who is choosing the activities, engagement practices, and performance assessments?



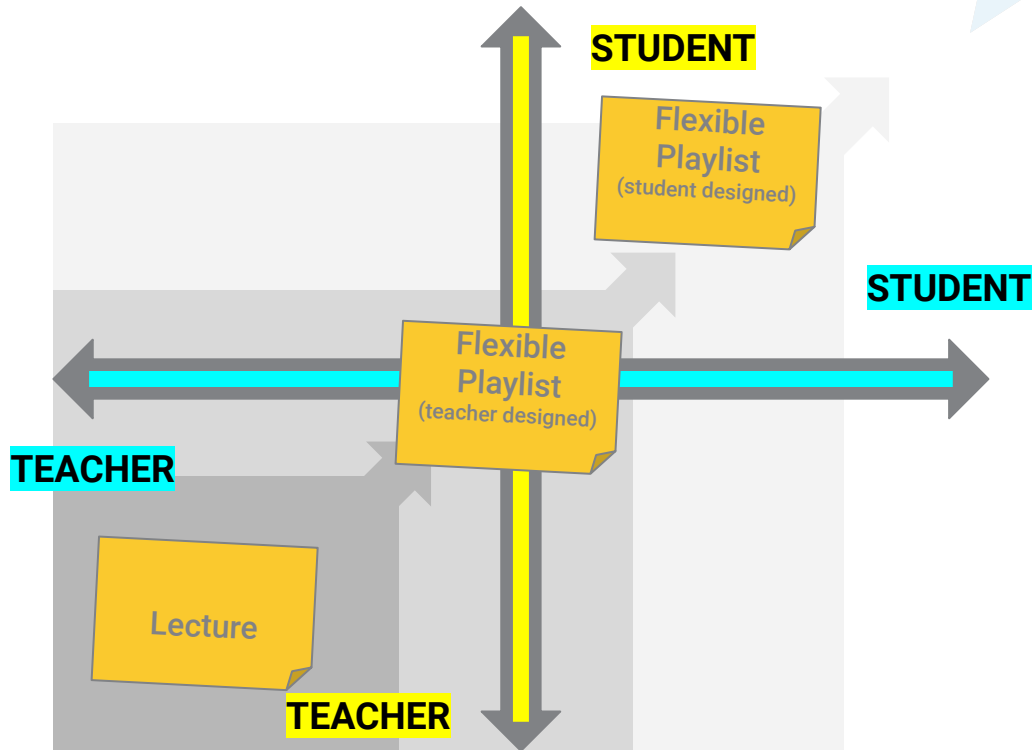
# Expand repertoire of personalized strategies



**Phase:** Planning; launched and looking to improve

**What:** Teachers reflect on current strategies; place on matrix; work alone or with peers to expand/include more PL strategies

**Why:** Build on and extend current practice



Doing (vertical axis)

Directing (horizontal axis)



# Questions?
















**Add your question  
into the Q&A window**

# Do it Yourself

Use the Ultimate Guide for PL to build knowledge + shared understanding

1	Introduction: Personalized Learning Definition	2	Why Personalized Learning?
3	Starting with Personalized Learning	4	Personalized Learning in the Classroom
5	Personalized Learning Curriculum, Digital Content, Tools and Technology	6	Communicating Personalized Learning
7	Personalized Learning Measures of Success		

## The First 20 Days of Personalized Learning

Week 1				
New to PL: Establish Routines Experienced with PL: 3 Station Rotation				
<a href="#">Student Interests</a> 	<a href="#">Student Academic Preferences</a> 	<a href="#">Team Building</a> 	<a href="#">Small Group Instruction</a> 	<a href="#">Closing Reflections</a> 
Week 2				
New to PL: 3 Station Rotation Experienced with PL: 3 Station Rotation + Flipped				
<a href="#">Flexible Seating</a> 	<a href="#">Self &amp; Peer Evaluation</a> 	<a href="#">Formative Data</a> 	<a href="#">Goal Setting</a> 	<a href="#">Student Performance Data Tracking</a> 
Week 3				
New to PL: Station Rotation Experienced with PL: Playlist + Small Group Instruction				
<a href="#">Blended Learning Expectations</a> 	<a href="#">Student Choice</a> 	<a href="#">Culturally-Responsive Teaching</a> 	<a href="#">Peer Evaluation</a> 	<a href="#">Reflection &amp; Self-Assessment</a> 
Week 4				
New to PL: Station Rotation + Flipped Experienced with PL: Playlist + 1:1 Conferences				

Use the first 20 days of PL to get student centered learning in motion

# Take a scaffolded approach

Request a free personalized learning benchmark score

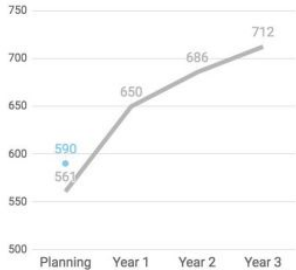
# Onpoint

Cloud School District | Score Report Spring 2018

## Onpoint Score: 590

June 2018

### SCORE OVERVIEW



- Your Onpoint Score: 590
- Planning Phase Benchmark: 561
- Above the benchmark for districts in the

### SCORE DETAIL



- Your Onpoint score is above the planning benchmark in **Design and Operations**.
- Your Onpoint score is below the planning benchmark in **Strategy Communication**

**Touchpoint**

PL Design and Launch Kit

All Projects »

- Dashboard
- Roadmap
- Actions
- Resource Library

#### Resources

STARRED RESOURCES (3)

- Template - Slides - Design Workshop
- Template - Agenda - Design Workshop
- Planning Template - Foundations Workshop

#### Actions

MINE (20) | ALL (99)

0 Past Due | 14 Current | 6 Completed

#### Upcoming Touchpoints

FEB 1	Overview: Foundations Phase 4:13 PM EST
FEB 8	Prep: Foundations 3:00 PM EST
FEB 11	Prep: Readiness Assessments 11:00 AM EST
FEB 15	**Foundations Workshop** 11:00 AM EST
MAR 12	Prep: Design Workshop 10:00 AM EST

**Overview: Foundations Phase**  
4:13 PM - 7:13 PM EST  
Goal: Gain a high level understanding of the purpose and scope of the Foundations phase.

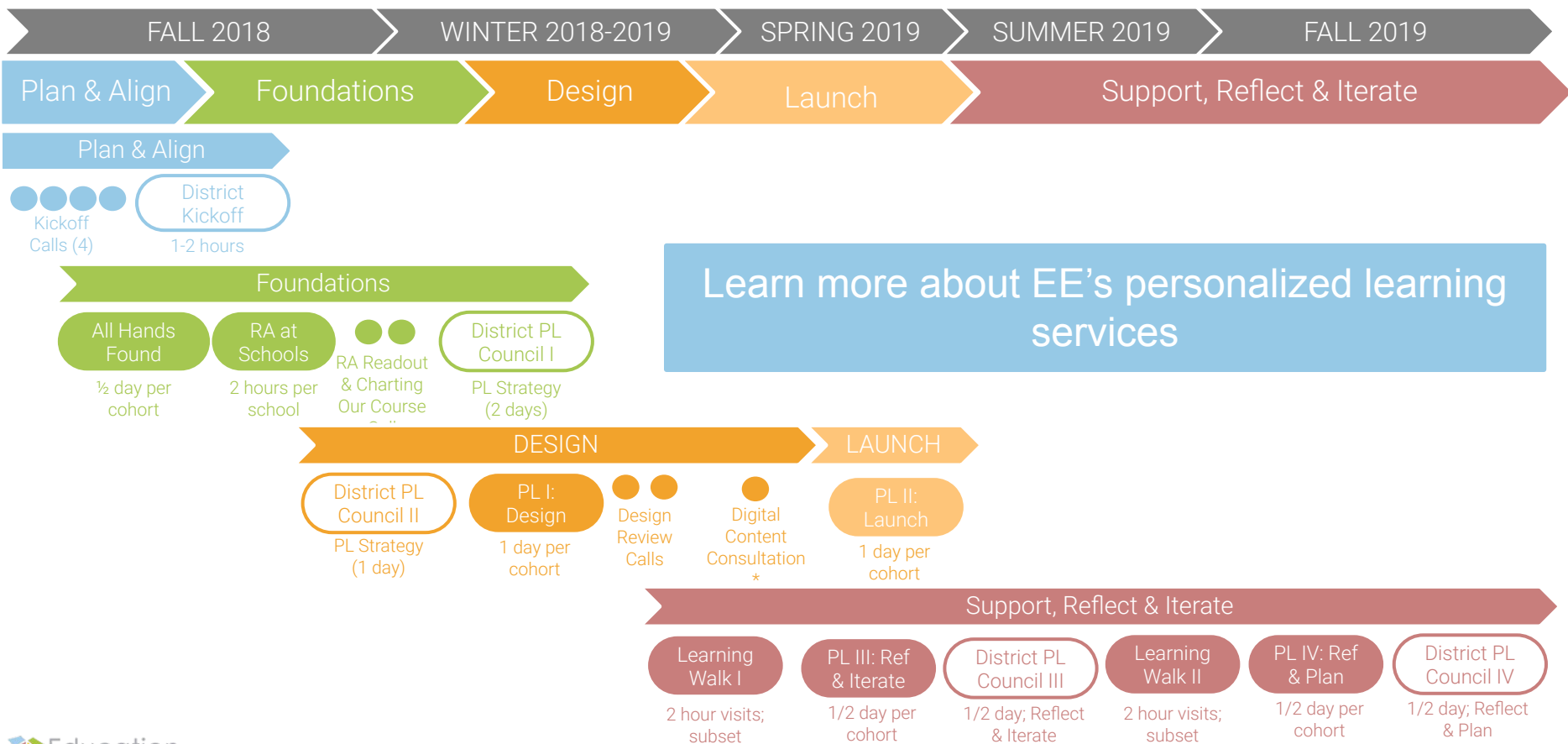
Feb 1, 2019

0/1 | 0 | 9 | [View Full Details »](#)

Project Activity | Recent Comments

See a demo of the Personalized Learning Design and Launch Kit

# Accelerate personalized learning PD



Learn more about EE's personalized learning services

# The 2019 Leadership Institute Series

REGISTER NOW  
AND SAVE YOUR  
SPOT!

The *new*  
School Rules

## The New School Rules Leadership Institute

*How Can We Improve The Way  
Our Organization Works Together?*

July 31-August 1, 2019



## Innovative District Leadership Institute

*How Can We Develop The Competencies  
To Lead A Culture of Innovation?*

September 25-26, 2019



## Team Habits Leadership Institute

*How Can We Build Better Team Habits  
For Learning, Meetings, and Projects?*

November 6-7, 2019



## Strategic Planning Leadership Institute

*How Can We Create An Inspiring And  
Responsive Strategic Plan?*

October 2-3, 2019



## Teacher Retention Leadership Institute

*How Can We Improve Teacher Recruitment,  
Retention, and Training?*

December 3-4, 2019

For information and registration visit [bit.ly/LeadershipInstitutes2019](https://bit.ly/LeadershipInstitutes2019)

# Questions?

**Add your question  
into the Q&A window**

# THANK YOU for joining!



Justin de Leon

[justin@edelements.com](mailto:justin@edelements.com)



[www.edelements.com](http://www.edelements.com)



[@edelements](https://twitter.com/edelements)