

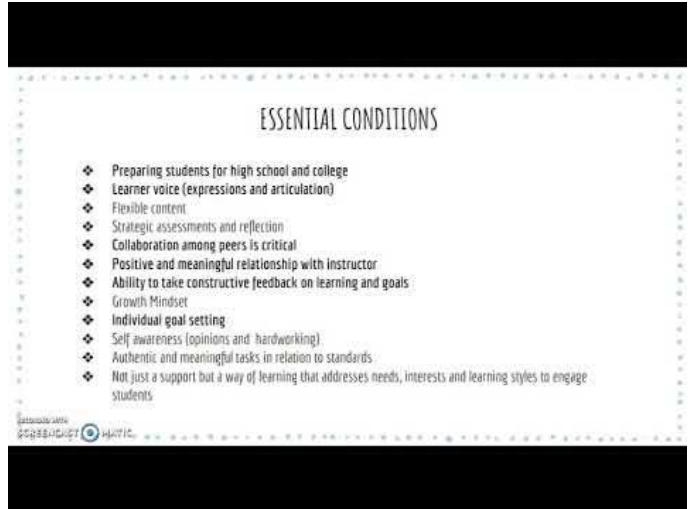
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# PERSONALIZED LEARNING PLAN

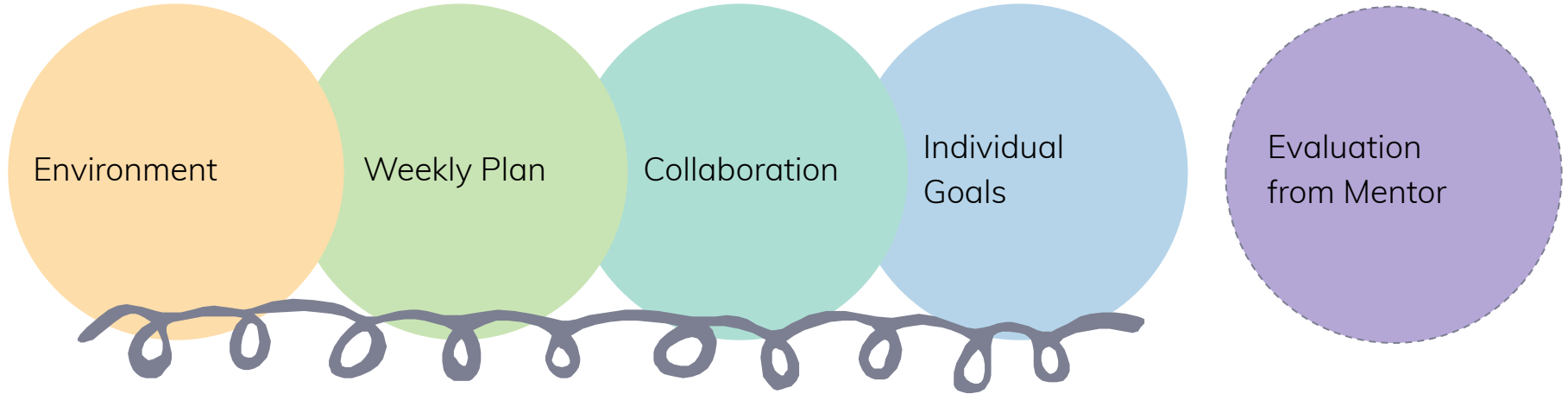


# ESSENTIAL CONDITIONS

- ❖ **Preparing students for high school and college**
- ❖ **Learner voice (expressions and articulation)**
- ❖ Flexible content
- ❖ Strategic assessments and reflection
- ❖ **Collaboration among peers is critical**
- ❖ **Positive and meaningful relationship with instructor**
- ❖ **Ability to take constructive feedback on learning and goals**
- ❖ Growth Mindset
- ❖ **Individual goal setting**
- ❖ Self awareness (opinions and hardworking)
- ❖ Authentic and meaningful tasks in relation to standards
- ❖ Not just a support but a way of learning that addresses needs, interests and learning styles to engage students



# PERSONALIZED LEARNING PLAN



## SHORT TERM GOALS

1. Establish an environment that promotes personalized learning and independence
2. Design a strategic weekly plan that promotes structure in a personalized learning environment
3. Design collaborative activities in daily routines that enables students to express and articulate learning
4. Target individual goals and make time to meet with students on a weekly basis
5. Be evaluated by my mentor on the above goals using a survey

# LONG TERM GOAL

Get other teachers on board with personalized learning by sharing what works

## How?

- Collect and compare data on student progress
- Survey students about their personalized learning experiences
- Provide professional learning for teachers who wish to understand what personalized learning is and how it can be implemented in their classrooms
- Move on to addressing more of the essential conditions



Environment

### Limitations

- May be difficult to control behavior
- Large class

### Benefits

- Promotes collaboration
- Promotes self directed learning
- Clear expectations

## [My Personalized Learning Environment](#) (click the link)

### Essential components for the physical space:

- ❖ Specific locations for teacher feedback, collaboration and a library
- ❖ The teacher feedback space is for students and teachers to identify goals and a safe meeting space
- ❖ The collaboration table is for students to plan and work together on assignments
- ❖ The library is an independent station that can be used for research, work time or even a collaboration meeting spot
- ❖ The space is organized and students know the expectations for each area
- ❖ Flexible groups and movement based on learning needs

The only **limitation** is the number of students in the class. This space can get very tight. The average class size has been about 30 students.



## Weekly Plan

### Limitations

- Time
- Off task behavior

### Benefits

- Student centered
- Flexibility
- Builds stamina

## Monday

Introduce standards and various learning goals/activities around the room. Meet with students individually.

## Tuesday

Teacher led instruction of various topics and subject areas. Modeling experiments, problem solving and examples.

## Wednesday

Collaborative, independent and student paced work time. Teacher works in groups and with individuals.

## Thursday

Collaborative, independent and student paced work time. Teacher works in groups and with individuals.

## Friday

Teacher leads a feedback session for all students. Small groups or individuals based on data. Work from the week is due today!!



## Collaboration

### Limitations

- Space
- Time

### Benefits

- Student centered
- Collaboration among peers
- Builds stamina
- Students have a voice and must articulate learning

# Collaborative Strategy for the 2018-19 school year

## Socratic Seminars


### Essential Components (students)

- ❖ Students sit on a circle
- ❖ ONE PERSON is talking at a time
- ❖ Students look at one another
- ❖ Students respond to each other
- ❖ Students are prepared for the seminar
- ❖ Students will choose a learning partner to help them track their progress.

### Essential Components (teachers)

- ❖ Teachers build students stamina for this collaborative activity
- ❖ Teachers provide a question or prompt to start the discussion
- ❖ Teachers have a plan to question students to lead them to an understanding if they are off track
- ❖ Teach students how to track and monitor their own progress





## Individual Goals

### Limitations

- Time
- Off task behavior around the room during meetings

### Benefits

- Student focused
- Time to meet with each student individually
- Builds rapport


# Students meet with instructor to define individual goals for the week

## Monday Meeting Plan

- ❖ Weekend talk / break the ice.
- ❖ What are you curious about after hearing our standards for this week in ELA?
- ❖ How will you demonstrate mastery for this week?
- ❖ What will that look like?
- ❖ Complete Goal chart for the week (students keep this in their notebook at all times to look and guide their work).

## Friday Meeting Plan

- ❖ Talk / break the ice.
- ❖ Debrief on week and how it went.
- ❖ Discuss assessments.
- ❖ Determine next steps.
- ❖ Remediation if necessary.
- ❖ Extension activity if mastered the standards for the weekly assessments and activities.
- ❖ Complete Goal chart for the week (students keep this in their notebook at all times to look and guide their work).



## Evaluation from Mentor

### Limitations

- Mentor may not know about socratic seminars
- Classrooms are unpredictable

### Benefits

- Another professional is observing and describing what they see

Mentor will complete Evaluation using the following questions:

1. Is the instructor using all spaces of the classroom to promote personalized learning opportunities for students?
2. Are students on task and seem to have stamina to work on their assignments individually or collaboratively?
3. Depending on the day of the week, is the class running according to the plan? (See weekly plan). Describe the activities you see? How does it meet this criteria?
4. Is there a socratic seminar happening in the room? If so, what is the topic and describe how the students are interacting with one another.
5. Does each student have an individual goal chart? Do the students seem to be utilizing this chart? Explain.

The teacher will use this information to evaluate the effectiveness of this plan and make changes as needed.

# Timeline

## Environment

Set up all learning stations for the classroom. The space is neat and organized and expectations posted.

**August 6, 2018**

## Weekly Plan

The weekly plan for Unit 1 of ELA. (Stations, assignments, feedback requirements and instructional plan)

**August 3, 2018**

## Collaboration

Socratic Seminars are planned for Unit 1 of ELA

**August 3, 2018**

## Individual Goals

Students will have met with the instructor and have an individual goal for Unit 1 of ELA.

**August 10, 2018**

## Evaluation from Mentor

Mentor has evaluated and provided constructive feedback and suggestions for this plan using a Google form.

**November 2, 2018**

# Resources

Michell, M. (2016, November 02). 10 Steps to Creating Personalized Learning Plans for Students. Retrieved July 14, 2018, from <http://blog.edmentum.com/10-steps-creating-personalized-learning-plans-students>