

Personalized Learning Teacher Toolkit

The purpose of this toolkit is to provide an introduction to Personalized and Blended Learning for teachers that are just starting to embrace the idea and for those who need a little more information to delve further.

How to use this toolkit? This toolkit has been divided into six key categories with a brief introduction of blended and personalized learning. You will find articles, videos and various artifacts to read and view. A short blurb or quote has been provided from the resource to give you a quick preview. Click on the blue links to read more! You may also use this table of contents to go directly to any of the six key categories.

Basics of Blended Learning	Culture and Management	Data Analysis	Planning	Technology	Small Group Instruction	Student Reflection
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What is “Personalized Learning”? Personalization allows students to get the instruction and direction they need, when they need it. ¹

What is “Blended Learning”? Blended learning leverages technology to create a learning environment where students have daily opportunities for individualized learning and teachers have the opportunities, resources and time to differentiate small group instruction in a classroom. ²

Education Elements considers the following components to be a core part of blended learning: Integrated Digital Content, Small Group Instruction, Student Reflection, and Data Driven Decisions. [Check out the Core Four!](#)



Basics of Blended and Personalized Learning

- ❑ [The Basics of Blended Learning](#) [Video]
- ❑ [Blended Learning from a Student Perspective](#) [Article] *“Rather than learning together in a classroom working at the same pace, we are beginning to work as independent individuals.”*
- ❑ [Does Blended Learning Work](#) [Article] *“What is becoming increasingly clear though is that blended learning has enormous potential to personalize learning and boost achievement for all students at scale.”*
- ❑ [Blended Learning Research](#) [Research Summary]: This study provides the history of personalized learning and the overall effectiveness of blended learning.
- ❑ [What is Blended Learning](#) [Video]
- ❑ [New Ways to Group Students and Teachers:](#) [Video] *“Because the culture is so strong, students stay highly engaged throughout.”*
- ❑ [Design to Personalize: How to Help Teachers and Students Succeed](#) [Article] *“We recommend starting at the beginning of the process with an open slate, and designing a blended-learning model to meet students’ specific needs.”*
- ❑ [Personalized Learning: Part 1](#) [EdElements Blog Post] Part One of a two-part blog series describing the essential components of personalized learning. *“We’ll arm you with a definition for personalized learning, examples of what it might look like in the classroom and concrete strategies and resources to support the personalized classroom”*
- ❑ [BYOT: Bring Your Own Thoughts Part 2](#) [EdElements Blog Post] Part Two of a two-part blog series describing the essential components of personalized learning. *“We recommend focusing your thinking on the fundamental components: drivers, learning experiences, operational models and results.”*
- ❑ [Why Personalized Learning is Imperative](#) [Article] *“To optimize all students’ learning — so that each child can succeed not just in school but in life — we need to personalize learning for each student’s distinct learning needs.”*

¹ Kim, Anthony. *Personalized Learning Playbook*. 1st ed. Education Elements, 2015. Print.

² <https://sites.google.com/a/edelements.com/ee-personalized-learning-pd/professional-development/classroom-culture/defining-blended-learning>

Culture and Management

- ❑ [Supporting Teachers Moving to Student-Centered Learning](#) [Article] *“For student-centered learning to thrive, teachers need to learn new ways to manage their classrooms, such as using data regularly to identify each student’s learning needs and targeting their instruction to each child accordingly.”*
- ❑ [The Secret Sauce is the Relationships](#) [Article] *“What we need are new models of schooling that use online learning to both personalize learning to each students’ individual needs and also free up teachers from some aspects of their work so that they can focus more on the academic, social, and emotional needs of their individual students.”*
- ❑ [Introducing Blended Learning to Parents](#) [Article] an example of a letter you can send home to communicate blended learning to families.
- ❑ [Blended Learning 101](#) [Handbook] A handbook from Aspire Public Schools that shares models of implementation, lesson plans, best practices, and more.
- ❑ [Blended Learning Rubric](#) [Toolkit]
- ❑ [Student Accountability in a Blended Classroom](#) [Video] Colette West, 6th Grade Math and Science Teacher at James Madison Middle School in Oakland, CA describes how she developed student accountability in her blended classroom.
- ❑ [Routines and Procedures](#) [Video] Many videos and resources on ideas with routines and procedures.
- ❑ [Routines and Procedures Photo Examples](#) [Photos] check out what some blended learning classrooms are doing.
- ❑ [Rituals and Routines for Establishing and Culture of Innovation](#) [Resource Collection] Teacher submitted resources for building culture of innovation in classrooms and schools.
- ❑ [The Science of Classroom Design](#) [Article] infographic with examples to help teachers, parents and school administrators understand the power of brain-friendly learning environments.
- ❑ [Interactive Thinglink](#) [Resource Collection] Interactive classroom model with photos and videos from key components of instructional model.
- ❑ [Never Too Late: Creating a Climate for Adults to Learn New Skills](#) [Article] Article describing the importance of growth mindset on coaching of adults.
- ❑ [How ‘Productive Failure’ In Math Class Helps Make Lessons Stick](#) [Article] *“Productive failure is not just a maxim about persisting through challenges; it’s an effective teaching strategy that enables students to not only do well on short term measures of knowledge, like tests, but also affords better conceptual understanding, creative thinking, and helps students to transfer learning to novel situations.”*

Data Analysis

- ❑ [Mild, Medium and Spicy Groups](#) [Video, Artifact] *“This is a system of general differentiation that allows me to easily assign practice or even homework. Students know their level and know that the assigned practice is likely best for them.”*
- ❑ [Moving Past Summative vs. Formative Assessments](#) [Article] *“Move to a world in which assessments are both for learning—to drive what a student does next—as well as of learning—and thus have stakes attached to them, in the sense that students move on only upon mastery.”*
- ❑ [Aim for Independent Mastery and the Rest Will Follow](#) [Article] *“Putting the two outcomes—individual mastery and standards—together then, would create a system in which standards articulate the content and skills that each student must master, which we in turn measure on an individual basis.”*
- ❑ [Less Interpreting Data and More Acting on It](#) [EdElements Blog Post] *“As the potential to individualize, engage and diversify the learning experience in a way that is not feasible for a single teacher.”*
- ❑ [Feedback Systems](#) [Video, Artifact] Click here for videos and resources on ideas with feedback systems.
- ❑ [Formative Assessment](#) [Video, Artifact] Click here for videos and resources on ideas with formative assessments.

- ❑ [Example Data Trackers](#) [Resource Collection] Examples of digital content and academic goal trackers from Uinta County School District, WY
- ❑ [Student Success Sheet](#) [Video, Strategy] *A KIPP DC teacher created a snapshot Student Success Sheet to share data in more accessible ways.*
- ❑ [Data Driven Decisions in 3rd Grade](#) [Video, 5 mins]

Planning

- ❑ [Rethinking the Role of the Teacher](#) [Video] *"Shifts in the role of the teacher...from lecturer to facilitator."*
- ❑ [Top 10 Things to Include in a Blended Learning Lesson Plan](#) [Article] *"This top 10 list contains some lesson plan elements that will sound familiar, as well as some dimensions of plans unique to blended learning, giving a glimpse of the big picture as well as several jumping-off points for educators who want to begin the gradual—and rewarding—shift toward BL."*
- ❑ [Teaching in a Blended Learning Environment](#) [Video] Case Studies including Flex Model, Station Rotation and Lab Rotation.
- ❑ [The Proactive Teacher](#) [Article] *"Teachers can be highly successful in a blended environment when they make time for thinking ahead and planning how their classroom will look, feel, and sound..."*
- ❑ [A Quiver of Teaching Strategies \(Not Just One Silver Bullet\)](#) [Article] *"We hear a lot today about the silver bullets. It's not that each bullet isn't successful or engaging or data based. It's that it might not hit every target."*
- ❑ [Flipping the Classroom](#) [Article, Guide] *"Students gain first exposure to new material outside of class, usually via reading or lecture videos, and then use class time to do the harder work of assimilating that knowledge, perhaps through problem-solving, discussion, or debates."*
- ❑ [Dare to Differentiate](#) [Resource] Examples of different ways to allow choice in your classroom and incorporate differentiation.
- ❑ [Design Thinking and PBL](#) [Article] *"Today's students exist in an "innovation economy." They need to become not only problem solvers, but also problem seekers -- those who can look for solutions in contexts where one never previously existed."*

Technology

- ❑ [Using Tech Tools for Reading and Writing Workshops](#) [Article] *"Leveraging technology can remove some of the mundane tasks associated with Reading and Writing Workshop, helping you and your students work smarter... not necessarily harder."*
- ❑ [Before You Blend Learning, Are Your Students Tech-Ready?](#) [Article] *"Though working with various tech gadgets may come naturally to most kids, it's worth facilitating guided exploration of the devices and programs they'll be using at school."*
- ❑ [Selecting Digital Content for Your Schools](#) [EdElements Blog Post] *"There are hundreds of options for digital content and tools and sifting through the sea of options can be overwhelming. Organizing your thoughts and coming up with a strategy about your approach to selection will ensure a smooth process."*
- ❑ [Technology-Integration Basics](#) [Article] *"Find tips, strategies, tools, and other resources to help new teachers successfully integrate technology to facilitate educational objectives in the classroom."*
- ❑ [EdSurge](#) [Resource] *Stay up-to-date with new educational technology ideas by signing up for the EdSurge Newsletter.*
- ❑ [Five Types of Digital Content Data You Can Use in Personalized Learning Pathways](#) [EdElements Blog Post] *"From the grouping of students, to strategic assignment of content, to keeping track of each student's personalized learning paths, data is essential for making every decision along the way."*
- ❑ [Get More Out of Google](#) [Resource] *Tips and tricks for students conducting online research.*
- ❑ [Integrating Digital Content in Kindergarten](#) [Video, 4 mins]
- ❑ [Integrating Digital Content in 3rd Grade](#) [Video, 4 mins]
- ❑ [Integrating Digital Content in SPED 3-5](#) [Video, 3 mins]

Small Group Instruction

- ❑ [Small Group Sessions](#) [Video, Artifact] *"Allows me to gauge a student's understanding of content and promote the importance of sharing and talking about learning."*

- ❑ [Personalized Small Group Instruction](#) [Video, Artifact] *"I work closely with a small group of students while other students are engaging in activities independently at different stations."*
- ❑ [What, Why and How to Flip the Classroom](#) [Article] *"After viewing the material or participating in the discussion outside of the school day, students come to class and work in groups (or as a class) to discuss and ask specific questions about what they had done the previous night."*
- ❑ [5 Ways to "Remove the Walls" From Your Classroom](#) [Article] *"Over the school year, our students made strong gains as we continued dabbling with purposefully regrouping them..."*
- ❑ [Rethinking Whole Class Discussion](#) [Article] *"Typical teacher-student discourse resembles a quiz show, with teachers asking a question, the student replying, and the teacher evaluating the student's response."*
- ❑ [Giving Feedback Before, During and After Small Groups](#) [Article] *"Whether feedback is just there to be grasped or is provided by another person, helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent."*
- ❑ [Rethinking the Learning Environment](#) [Photos of Classrooms Set-Up]
- ❑ [Small Group Instruction in Kindergarten](#) [Video, 5 mins]
- ❑ [Small Group Instruction in 3rd Grade](#) [Video, 4 mins]

Student Reflection

- ❑ [Preparing Students](#) [Video] How to prepare students to thrive in a blended learning environment.
- ❑ [Top 40 Reflection Questions](#) [Resource] *"What does this piece reveal about you as a learner? What's one goal you would like to set for yourself for next time?"*
- ❑ [5 Tips for Infusing Student Reflection into Blended Learning Classrooms](#) [EdElements Blog Post] *"Reflection helps students become better engaged in their learning."*
- ❑ [How to Prepare Students for Student-Centered Learning](#) [Article] *"students have to learn how to take ownership of their learning. They must be comfortable in the knowledge that everyone learns differently, and they must learn how to become advocates for themselves."*
- ❑ [What If Students Made a School](#) [Article] *"Student voice and choice are core principles of a personalized learning movement that is empowering today's youth to take responsibility for the knowledge, skills and abilities they need to thrive in college, careers and life."*
- ❑ [Self-Assessment Examples](#) [Artifact] Check out what one of our partner schools is doing and how they are incorporating self-reflection.
- ❑ [Independent Learner Rubric](#) [Artifact] This rubric provides levels of student-led to teacher-led learning in relation to setting goals, planning, learning, assessing and reflecting.
- ❑ ['Nation's Report Card' to Gather Data on Grit, Mindset](#) [Article] *"Small changes in phrasing make a difference in how well students respond to the questions."*
- ❑ [Self-Directed Learner Research](#) [Article/Research] *"We as educators can nurture student self-direction and personal efficacy by providing students with opportunities before, during and after instruction to exercise some control of their own learning."*
- ❑ [Next Gen Teaching & Learning 101 Playlist](#) [Resources] Next Gen teaching and learning is about putting students at the center and using instructional practices that foster this type of environment. This playlist offers the theory behind the principles as well as concrete classroom examples.
- ❑ [Factors for Student Agency](#) [Article] *"Inspiring lifelong learning, and cultivating joy, curiosity and happiness are related to college and career success but are also more all encompassing."*
- ❑ [Student Goal Setting and Conferencing](#) [Infographic] Tips on getting started with goal setting and student conferencing.
- ❑ [Cultivating Reflection to Help Students Become Self-Directed Learners](#) [Research/Strategies] Research done by University of Michigan that shares five ways to encourage effective reflection in the classroom as well as strategies to make that happen.
- ❑ [Student Reflection in Kindergarten](#) [Video, 5 mins]
- ❑ [Student Reflection in 3rd Grade](#) [Video, 5 mins]