

Personalized LEARNING

STUDENT-DESIGNED PATHWAYS
TO HIGH SCHOOL GRADUATION



JOHN H. CLARKE

FOREWORD BY
JOSEPH DiMARTINO

Personalized Learning Studentdesigned Pathways To High School Graduation

Barbara Bray, Kathleen McClaskey



Personalized Learning Studentdesigned Pathways To High School Graduation:

Personalized Learning John H. Clarke, 2013-04-17 Give students the freedom to map their own educational pathways and help them meet graduation standards Learn how educators at Mount Abraham Union Middle High School in Bristol Vermont support individualized learning to boost their students college readiness and how you can too Educators can help students take advantage of resources from the community colleges virtual platforms and creative outlets to design their own education Back cover

Personalized Learning John H. Clarke, 2013-04-05 Your guide to making a whole school move toward personalized learning Give students the freedom to map their own educational pathways and help them meet graduation standards This book illustrates how to support students to take advantage of resources from the community colleges virtual platforms and creative outlets to design their own education Readers will Hear from educators who have successfully steered schools toward personalized learning Get specific tips to help your entire staff implement key processes and measure outcomes Find answers to the big questions that threaten success Use models of prompts and rubrics to get your pilot program started

Learning Personalized Allison Zmuda, Greg Curtis, Diane Ullman, 2015-03-09 A real world action plan for educators to create personalized learning experiences Learning Personalized The Evolution of the Contemporary Classroom provides teachers administrators and educational leaders with a clear and practical guide to personalized learning Written by respected teachers and leading educational consultants Allison Zmuda Greg Curtis and Diane Ullman this comprehensive resource explores what personalized learning looks like how it changes the roles and responsibilities of every stakeholder and why it inspires innovation The authors explain that in order to create highly effective personalized learning experiences a new instructional design is required that is based loosely on the traditional model of apprenticeship learning by doing Learning Personalized challenges educators to rethink the fundamental principles of schooling that honors students natural willingness to play problem solve fail re imagine and share This groundbreaking resource Explores the elements of personalized learning and offers a framework to achieve it Provides a roadmap for enrolling relevant stakeholders to create a personalized learning vision and reimagine new roles and responsibilities Addresses needs and provides guidance specific to the job descriptions of various types of educators administrators and other staff This invaluable educational resource explores a simple framework for personalized learning co creation feedback sharing and learning that is as powerful for a teacher to re examine classroom practice as it is for a curriculum director to reexamine the structure of courses

Make Learning Personal Barbara Bray, Kathleen McClaskey, 2014-10-10 Put learning back into the hands of the learner Personalized learning empowers learners to take control of their own learning This resource draws on Universal Design for Learning principles to create a powerful shift in classroom dynamics by developing self directed self motivated learners You ll discover A system that reduces barriers and maximizes learning for all learners An explanation distinguishing personalization from differentiation and individualization The Stages of Personalized

Learning Environments that transform teacher and learner roles Background information to build a rationale on why to personalize learning Strategies around the culture shift in classrooms and schools as you personalize learning As recognized authorities the authors have led educational innovation for almost three decades *Dialogues in Middle Level Education Research Volume 1* David C. Virtue, 2022-07-22 Mirroring the roundtable discussions conducted at the 2020 Association for Middle Level Education AMLE conference this volume highlights the dialogic knowledge building process critical to advancing middle level teaching and research Launching the new AMLE Innovations in Middle Level Education Research series this collection captures the synergetic dialogue that occurs during professional meetings by collating and centering five recent studies on topics such as mathematics achievement personalized and project based learning and teacher collaboration A companion essay and critical external response accompanies each study serving to re situate original research and reconsider findings in view of professional insights and external critique gained through discussion at AMLE 2020 Ultimately these response essays foreground potential avenues for future research and alternative thinking laying the groundwork for implementation of critical discussion in the classroom environment This text will benefit researchers doctoral students and academics in the fields of middle level education educational research and specifically research methods in education Those interested in teaching and learning and adolescent development more broadly will also benefit from this volume

Students at the Center Bena Kallick, Allison Zmuda, 2017-01-30 Educators most important work is to help students develop the intellectual and social strength of character necessary to live well in the world The way to do this argue authors Bena Kallick and Allison Zmuda is to increase the say students have in their own learning and prepare them to navigate complexities they face both inside and beyond school This means rethinking traditional teacher and student roles and re examining goal setting lesson planning assessment and feedback practices It means establishing classrooms that prioritize Voice Involving students in the what and the how of learning and equipping them to be stewards of their own education Co creation Guiding students to identify the challenges and concepts they want to explore and outline the actions they will take Social construction Having students work with others to theorize pursue common goals build products and generate performances Self discovery Teaching students to reflect on their own developing skills and knowledge so that they will acquire new understandings of themselves and how they learn Based on their exciting work in the field Kallick and Zmuda map out a transformative model of personalization that puts students at the center and asks them to employ the set of dispositions for engagement and learning known as the Habits of Mind They share the perspectives of educators engaged in this work highlight the habits that empower students to pursue aspirations investigate problems design solutions chase curiosities and create performances and provide tools and recommendations for adjusting classroom practices to facilitate learning that is self directed dynamic sometimes messy and always meaningful [How to Personalize Learning](#) Barbara Bray, Kathleen McClaskey, 2016-09-29 HOW to Personalize Learning This practical follow up to Bray and McClaskey s first

book *Make Learning Personal: The What, Who, Wow, Where, and Why* brings theory to practice. Teachers will find the tools, skills, and strategies needed to personalize learning and develop self-directed independent learners with agency. Discover how to get started and go deeper by building a shared vision that supports personalized learning using the Universal Design for Learning (UDL) framework. Also included are tools and templates such as the Learner Profile, Personal Learning Backpack, Personal Learning Plan, as well as tips for lesson design and PBL. Lesson and project examples show how teachers can change instructional practice by encouraging learner voice and choice. QR codes and links to the authors' website for electronic versions of tools, templates, activities, and checklists. Create a powerful shift in education by building a culture of learning so every learner is valued. If you are looking for a step-by-step guide on what personalized learning is and how to implement it while being inspired and gaining ideas to implement immediately, this is definitely the book to read. Diana Petschauer, Assistive Technology Professional, CEO AT for Education Access4Employment, Wolfeboro Falls, NH; Barbara and Kathleen present well-tested strategies for personalization within a coherent framework. This highly practical book forms a reliable foundation for empowering a community striving to make schools work for all learners. John H. Clarke, Professor Emeritus, University of Vermont.

The Power of the Adolescent Brain Thomas Armstrong, 2016-07-14. Moody, Reckless, Impractical, Insecure, Distracted. These are all words commonly used to describe adolescents. But what if we recast these traits in a positive light? Teens possess insight, passion, idealism, sensitivity, and creativity in abundance—all qualities that can make a significant positive contribution to society. In this thought-provoking book, Thomas Armstrong looks at the power and promise of the teenage brain from an empathetic, strength-based perspective and describes what middle and high school educators can do to make the most of their students' potential. Thoroughly grounded in current neuroscience research, the book explains what we know about how the adolescent brain works and proposes eight essential instructional elements that will help students develop the ability to think, make healthy choices, regulate their emotions, handle social conflict, consolidate their identities, and learn enough about the world to move into adulthood with dignity and grace. Armstrong provides practical strategies and real-life examples from schools that illustrate these eight key practices in action. In addition, you'll find a glossary of brain terms, a selection of brain-friendly lesson plans across the content areas, and a list of resources to support and extend the book's ideas and practices. There is a colossal mismatch between how the adolescent brain has evolved over the millennia and the passive rote learning experiences that are all too common in today's test-obsessed educational climate. See the amazing difference in school and beyond when you use the insights from this book to help students tap into the power of their changing brains.

Making Room for Change Amanda Bastoni, Brian Pickering, Nathan Bisson, 2021-07-15. *Making Room for Change* is an educational book that will be valuable to anyone involved in secondary education. The book will provide clear examples, research, and personal reflections of how building in flexible time can be different from the historic middle and high school scheduling models. Educators of all ages and levels of experience can benefit from learning

and building in support and enrichment opportunities for their students daily routine This book is a must read for college secondary education majors as this model begins to spread rapidly throughout our country Young Adult Literature and the Digital World Jennifer S. Dail,Shelbie Witte,Steven T. Bickmore,2018-04-26 This book considers the practical intersection between digital media and young adult texts In these books teachers and teacher educators offer practical examples for engaging students with crafting critical responses to young adult literature through digital spaces It examines how teachers can use these spaces to help students encounter evaluate and engage in the world in which they live Young adult literature offers a vehicle through which students can discuss and explore the world in a more removed manner while digital media offers a paradigm for helping students craft multimodal responses that extend beyond the traditional literary essay This intersection asks teachers to consider how they are asking students to interact with the texts they read It asks them to invite students to enter and contribute to broader conversations through the production of their own texts This book illustrates pedagogical principles in practice showing what is possible in literature study in classrooms The Impact of Innovative ICT Education and AI on the Pedagogical Paradigm Boris Aberšek,2019-04-25 To be a good teacher one must acquire a large set of different kinds of interdisciplinary knowledge Education for teachers and trainers consists in part of learning the language of education and the appropriate associated skills A deeper understanding of judgments and choices also requires a richer vocabulary than is available in everyday language On a systemic level the education system needs to consider the individual as the basic building block of society and further take into consideration the individual s consciousness related to their emotional intelligence Because a person s consciousness is something entirely singular and inherent to the individual some kind of generalization will have to be constructed which will contribute enough in terms of novelty and progress to make it innovative enough for the purposes of teaching and learning This volume will serve to provoke cognitive dissonance and intellectual unease as it explores cognitive theories and inspires researchers and teachers to update and invigorate some of the theories that have been embedded in their minds since their own school years In order for this to happen the book provides readers with many valuable insights and introduces new experiences resulting from alternative teaching practices

Essential Skills for a Medical Teacher Ronald M. Harden,Jennifer M Laidlaw,2016-07-26 *Essential Skills for a Medical Teacher* is a perfect introduction for new teachers to the exciting opportunities facing them whether they are working in undergraduate postgraduate or continuing education It will also be of considerable use to more experienced teachers to review and assess their own practice and gain a new perspective on how best to facilitate their students or trainees learning The contents are based on the authors extensive experience of what works in medical education whether in teaching and curriculum planning or in the organisation of faculty development courses in medical education at basic and advanced levels The text provides hints drawn from practical experience to help teachers create powerful learning opportunities for their students providing readable guidelines and introducing new techniques that potentially could be adopted for use in any

teaching programme Throughout the book introduces some key basic principles that underpin the practical advice that is given and which will help to inform teaching practice This book will assist readers to reflect on and analyse with colleagues the different ways that their work as a teacher or trainer can be approached and how their student or trainee s learning can be made more effective Medical Education is changing rapidly and this new edition takes full account of a number of important recent developments The text is fully updated after a thorough review of the medical education literature Five new chapters are incorporated The teacher is important Collaborations in the delivery of the education programme The authentic curriculum Student engagement Inter professional education New concepts added to the book include Content specification as threshold concepts Entrustable professional activities as an approach to outcomes Longitudinal integrated clinical clerkships as part of clinical teaching Integration of basic and clinical sciences Refinement and expansion of the FAIR principles Additional references to further reading

Personalized Learning in the Middle Grades Penny A. Bishop, John M. Downes, Katy Farber, 2021-02-25 Personalized Learning in the Middle Grades shows how teachers in grades 5-8 can leverage the use of personalized learning plans (PLPs) to increase student agency and engagement helping youth to establish learning goals aligned with their interests and assess their own learning particularly around essential skills that cut across disciplines Drawing on their research and work with fifty schools in Vermont where PLPs are used statewide the authors show how personalized learning aligns with effective middle grades practice and provide in depth examples of how educators have implemented PLPs in a wide range of schools representing different demographics and grade configurations They also highlight five critical roles for teachers in personalized learning environments as empowerer scaffolder scout assessor and community builder and illustrate how teachers can adapt the PLP process for their own unique contexts Grounded in experience and full of engaging examples artifacts and tools the book builds on the emerging field of personalized learning and connects it with the developmental needs of middle schoolers to provide a unique and valuable resource for individual classroom teachers teacher teams school leaders teacher educators and others

Maximizing the Policy-Relevance of Research for School Improvement Angela M. Urick, David E. DeMatthews, Timothy G. Ford, 2021-01-01 Education policy and policy making is shaped through the activities of a complex network of educators educational leaders researchers community members as well as government and non government officials and organizations Educational researchers are a critical player in this complex network and their investigations of various educational phenomena can answer questions relevant to the design and implementation of education policy for school improvement Educational research however often has limited influence in larger policy conversations and decisions Orland 2009 and this is due to many factors Educational researchers can provide an evidence based starting place for discussions about school improvement with the complex network of stakeholders engaged in policy development and implementation but they must be more intentionally and systematically thoughtful about the connections of their work to policy and policy making Furthermore researchers can

increase the relevance of their work for policy through the careful design and framing of research in collaboration with end users and an awareness of its implications. In so doing, researchers can spur the interest and dissemination of their findings to wider audiences. This book offers resources for education researchers, faculty, and advanced graduate students interested in maximizing the relevance of their research on policy for school improvement. In achieving this purpose, the book is organized into three sections: 1. A primer for education policy making in the United States; 2. Designing research to maximize education policy relevance; and 3. Engaging users of research to communicate its relevance to policymakers. This book is primarily for education researchers, faculty, and advanced graduate students seeking to improve the visibility and impact of their research on school improvement, particularly in the realm of educational policy and policy making. While this book is a volume in the book series for the American Educational Research Association Special Interest Group Leadership for School Improvement, the importance and usefulness of the topics covered span education research more broadly. Further, the content of this book serves as a comprehensive guide for how education researchers in general can better situate their work to influence policy. The book is intended to be utilized by university scholars, graduate students in research or policy courses, postdoctoral fellows, as well as research associates or directors in various organizations relevant to education, such as research consulting groups, non-profits which serve education causes, teacher unions, state agencies, or state-level educator organizations, associations, and think tanks. Emerging or established researchers in any of these organizations who want to increase the relevance, significance, and dissemination of their work into education policy will hopefully find this book useful.

Equity & Cultural Responsiveness in the Middle Grades Kathleen M. Brinegar, Lisa M. Harrison, Ellis Hurd, 2019-04-01

While developmental responsiveness is a deservedly key emphasis of middle grades education, this emphasis has often been to the detriment of focusing on the cultural needs of young adolescents. This Handbook volume explores research relating to equity and culturally responsive practices when working with young adolescents. Middle school philosophy largely centers on young adolescents as a collective group. This lack of focus has great implications for young adolescents of marginalized identities, including but not limited to those with culturally and linguistically diverse backgrounds, LGBTQ youth, and those living in poverty. If middle-level educators claim to advocate for young adolescents, we need to mainstream conversations about supporting all young adolescents of marginalized identities. It empowers researchers, educators, and even young adolescents to critically examine and understand the intersectionality of identities that historically influenced and continue to affect young adolescents and why educators might perceive marginalized youth in certain ways. It is for these reasons that researchers, teachers, and other key constituents involved in the education of young adolescents must devote themselves to the critical examination and understanding of the historical and current socio-cultural factors affecting all young adolescents. The chapters in this volume serve as a means to open an intentional and explicit space for providing a critical lens on early adolescence, a lens that understands that both developmental and cultural needs of young adolescents need to be emphasized.

to create a learning environment that supports every young adolescent learner

Literature Reviews in Support of the Middle Level Education Research Agenda Steven B. Mertens, Micki M. Caskey, 2018-04-01 In 2015 16 the Middle Level Education Research Special Interest Group MLER SIG an affiliate of the American Educational Research Association undertook a collaborative project the development of a new middle grades education research agenda The purpose of the MLER SIG Research Agenda Mertens et al 2016 was to develop a set of questions that would guide the direction of middle grades education research Ideally this Research Agenda would serve to prompt discourse and generate research projects that could contribute to the middle grades knowledge base Members of the MLER SIG identified eight research areas a young adolescent development b cultural responsiveness c special populations d educator development e curriculum f social and emotional learning g digital technologies and h school structures This volume contains the extensive literature reviews and subsequent research questions for each of the research topics

Personalized Learning in Gifted Education Todd Kettler, Cheryl Taliaferro, 2022-02-16 Gifted students can exhibit extreme variance in both their abilities and their interests yet they are often treated within schools as one homogeneous specialized population Personalized Learning in Gifted Education helps educators strengthen their differentiation of both instruction and services for advanced students This book helps educators develop the specific gifts and talents of the gifted students they serve demonstrates how educators can utilize the wealth of data they have at their disposal provides a rationale and blueprint for a stronger more personalized approach to gifted education offers suggestions for both elementary and secondary schools Recommendations center around five features of personalized learning personalized learning plans project or problem based learning competency based progression through the curriculum criterion referenced assessments and multi year mentoring

Personalized Learning in a PLC at Work TM Timothy S. Stuart, Sascha Heckmann, Mik Mattos, Austin Buffum, 2018-05-07 Highly effective learning progressive schools share two common elements they operate as high functioning professional learning communities PLCs with well implemented RTI structures and they promote student agency in the learning process Rely on this resource to help you build a highly effective school where students are engaged in personalized learning experiences and empowered to take ownership of the four critical questions of the PLC at Work TM process Use this book to create student centered learning pathways that drive authentic learning and achievement Discover how to use the four critical questions of a PLC to form pathways and progressions for personalized learning in the classroom Begin the inquiry process through the use of personal reflections provided at the conclusion of each chapter Understand how the school system has changed over the years and why it is important to address these changes Explore innovative teaching methods and curriculum development strategies for achieving different learning outcomes Learn how schools all over the world have successfully implemented personalized and self directed learning Contents Introduction Chapter 1 A Changing Educational Paradigm Chapter 2 Student Agency for Personalized Learning Chapter 3 Systems of Collaboration and Support for Personalized Learning Chapter 4 Teacher Led

Instruction and Release of Responsibility for Essential Disciplinary Learning Outcomes Chapter 5 Co Constructed Learning for Transdisciplinary Learning Outcomes Chapter 6 Personalized Learning Outcomes Chapter 7 From Theory to Practice in Elementary Schools Chapter 8 From Theory to Practice in Middle Schools Chapter 9 From Theory to Practice in High Schools Chapter 10 The Change Process and Strategic Planning References and Resources **Educating the Whole Child** John L. Brown, 2008-09 While everyone wants students to be healthy safe engaged supported and challenged it s tough to work toward that vision when there are so many other priorities and constraints That s why we ve developed this special tool to help you lead and implement a school or district wide initiative for the Whole Child Using the tools and guidelines in this action tool you can Convince teacher parent and other audiences of the rationale for a Whole Child initiative Focus your school and community on developing and maintaining an intellectually engaging and challenging learning environment Focus your school and community on preparing 21st century students Put forward a plan to address students health and safety issues Guide your school toward a more personalized and supportive learning environment Included is a single use of the Whole Child Assessment Survey to give you baseline data and help you assess your school s current strengths and weaknesses Downloadable professional learning activities with a Powerpoint presentation make it much easier for you to conduct a professional development focused on educating the Whole Child Plus a school improvement planning process gives you steps and strategies for leading a successful Whole Child initiative **Mayor and Superintendent Partnerships in Education** United States. Congress. House. Committee on Education and Labor, 2008

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