

PERSONALIZED LEARNING

A Guide for Engaging Students with Technology
Facilitation Guide

Peggy Grant
Dale Basye

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Table of Contents

Facilitation Guidelines	3
Personalized Learning for Principals Workshops.....	5
Workshop 1	
Introduction to Personalized Learning for Principals	5
Workshop 2	
Exploring One-to-One Computing for Principals	8
Workshop 3	
Implementing a One-to-One Computing Program for Principals ...	13
Personalized Learning for Teachers Workshops.....	17
Professional Development Workshops.....	17
Workshop 1	
What Is Personalized Learning?	18
Workshop 2	
Mobile Learning in the 21st Century Classroom.....	20
Workshop 3	
Instruction and Personalized Learning.....	22
Workshop 4	
Personalization and Students with Special Needs.....	24
Workshop 5	
Models of Technology Integration	26
Workshop 6	
Assessment and Personalized Learning	27



Facilitation Guidelines

The following guidelines can help you conduct a workshop or activity that will engage your participants while helping them learn new knowledge and strategies to enhance student learning.

Introduction

This Facilitation Guide is designed to accompany *Personalized Learning* and can be used to conduct three workshops aimed at principals:

- Introduction to Personalized Learning for Principals
- Exploring One-to-One Computing for Principals
- Implementing a One-to-One Computing Program for Principals

The Guide also includes six short workshops for teachers:

- What Is Personalized Learning?
- Mobile Learning in the 21st Century Classroom
- Instruction and Personalized Learning
- Personalization and Students with Special Needs
- Models of Technology Integration
- Assessment and Personalized Learning

The activities described here and in *Personalized Learning* help participants think about how and why personalized learning can make a positive impact on their students.

Each workshop can take from one to three hours in a face-to-face setting, depending on the combinations of optional activities you choose. As a facilitator, you are encouraged to customize the content and format of the workshops to meet the specific needs of your participants.

One important goal of this professional development is to help participants become more proficient with different technology tools so they can serve as technology leaders in their schools. For the best experience, participants should have access to a mobile device, such as a laptop, tablet, or smartphone. Creating an online document for the workshop where you can share contact information, notes, and links, can also help participants stay in touch and find resources when they go back to their schools.

Content Presentations

Most of the activities in this Facilitation Guide depend on the understanding of information about topics related to personalized learning. Some of this information may be familiar to your participants, and some may be new. Some of it may challenge assumptions about teaching and learning, and participants will benefit from a fresh look. As a facilitator, you have several options for conveying this information to your workshop's participants:

- **Individual reading:** Provide time for participants to read the assigned passages to themselves. An advantage to this method is that you can ask participants to do the reading on their own time, although some may not do the reading, which can make a follow-up activity less productive than you had hoped.
- **Partner or small-group reading:** Place participants in groups of two or three and ask them to read the passage in sections, stopping to discuss after each part.
- **Facilitator presentation:** Distill the main points of the reading into a presentation, preferably one with a visual component, such as a graphic organizer.
- **Jigsaw:** Divide the readings up into sections of similar length.
 - a. Place participants in groups with about the same number of members as you have sections of reading.
 - b. Ask groups to distribute the reading assignments among themselves. Duplicate assignments as necessary.
 - c. Reorganize participants into groups where all the members in a group are reading the same passage. Ask them to complete the reading and then, as a group, decide on the most important points of what they read, what questions they have, and any suggestions about where they might get more information.
 - d. Return participants to original groups where they share the main points of their readings and discuss them.
- **Oral reading:** Use this method sparingly, but it can be effective for short passages you want to emphasize. Be sure to ask for volunteers because not everyone is comfortable with oral reading.

Discussions

Participants appreciate the time to share ideas with their colleagues, so discussions are perhaps the most important activities in this workshop. The discussion questions included in each Your Turn activity are suggestions. Please feel free to include supplemental questions or use the suggested questions as guidelines for developing your own questions.

Varying the format for discussions can help keep participants engaged.

- Whole-group discussions: The intent of whole-group discussions is to foster a learning community to exchange ideas and benefit from others' ideas.
- Keep them very short, as introductory explorations or follow-up summarizing.
- Monitor participation carefully. When one or two people speak often or too long, the rest of the group becomes quickly disengaged.
- Small-group discussions: Small-group discussions provide a more intimate way for participants to delve deeper into topics and get crucial feedback. Groups can be self-selected or organized heterogeneously or homogeneously. Participants can stay in their same groups for each discussion or participants can mix groups. For some discussions, remaining with the same group may be advantageous as participants get to know each other. For others, mixing groups may be advantageous to get different perspectives.
- Pairs: For some feedback sessions, pairs of participants within small groups may be more productive. Working in pairs provides more time for review and feedback.

Reflection and Goal Setting

There is considerable evidence supporting the positive role that reflection plays in learning. Unfortunately, educators often get in a rush and it is easy to neglect this important step in the learning process. Making reflection an expected part of the routine of the workshop can help give it its due importance. You can also vary the way that participants reflect on their learning using technology by asking them to create graphic organizers, respond to blog posts, or contribute to an online collaborative document.

Technology

Learners benefit most from discussions when they create something that shows their thinking. This is a good way to integrate technology into your workshop and even develop the technology skills of your participants. The following tools and apps, available online and on most mobile devices, can enrich discussions and deepen the learning of your participants:

Graphic organizers

- [Bubbl.us](#): An easy-to-use concept mapper. Trial version available without registration.
- [Creately](#): A more sophisticated mind-mapping tool with a large variety of export options. Trial version available without registration.

Online collaborative documents

- [Google Drive](#): A cloud service for creating shared files; Google registration required.

Online discussions

- [TodaysMeet](#): A simple online discussion tool where you create a room and invite participants to respond through text; registration not required.
- [Scribblar](#): A more advanced online collaboration space with tools for audio and whiteboard sharing; registration is required.

Your Turn

The Your Turn activities in *Personalized Learning* are designed to help participants apply what they are learning to their school environment. You may want to suggest that your workshop participants create a document on their mobile device for recording their thoughts, questions, and ideas about implementing personalizing learning in their schools.



Activities marked with an asterisk are recommended as required; those without are optional.



Personalized Learning for Principals Workshops

The following workshops will build the capacity of principals as they work to implement personalized learning through one-to-one computing.

Workshop 1 Introduction to Personalized Learning for Principals

This workshop accompanies chapters 1 and 2 of *Personalized Learning* and is designed to familiarize school principals with the basic concepts of personalized learning.

Workshop Goals

Participants in this workshop will:

- Learn about the concept of personalized learning and how it could benefit their students.
- Explore ways to incorporate personalized learning in their schools.

Planning Your Workshop Schedule

- Read through chapters 1 and 2 of *Personalized Learning*, noting which sections are especially important for your audience and which sections you can give less emphasis.
- Select relevant activities and set up the timing for your workshop.

Activity	Estimated Time	Schedule Timing
1. Workshop Introduction and Get Acquainted Activity	15 minutes	
2. Content Presentation: Why Consider Personalized Learning?	15 minutes	
3. *Your Turn: Introduction to Personalized Learning	10 minutes	
4. Content Presentation: How Can Personalized Learning with One-to-One Computing Help Meet School Goals?	30 minutes	
5. *Content Presentation: Differentiated, Individualized, and Personalized Learning	15 minutes	
6. *Your Turn: Personalized Instruction in Your School	15 minutes	
7. Content Presentation: Personalization and Common Core State Standards	15 minutes	
8. Content Presentation: Meeting the Needs of All Learners	40 minutes	
9. *Your Turn: Personalized Learning for All Learners	10 minutes	
10. *Reflection and Goal Setting	10 minutes	
* Recommended as required activities	Total	

FACILITATOR TIP

The types of activities and timings in this schedule are just suggestions. Feel free to adapt the activities and schedule to meet the needs and preferences of your participants.

Preparing Your Workshop

Pre-workshop Assignments

- You may want to ask your participants to complete some tasks before the workshop, such as reading sections of *Personalized Learning*.
- If you have set up an online collaborative document for the workshop, ask participants to register and add their contact information to the document.

FACILITATOR TIP

Even if you ask participants to complete some tasks before the workshop, you might need to allow time for these assigned activities during the workshop since some participants will likely not complete them beforehand. Those people who registered for tools ahead of time, however, can be helpful in getting their colleagues signed up.

Workshop Introduction and Get Acquainted Activity

- If you do not have any prior contact with your participants and you have created an online collaborative document for the workshop, you may want to have instructions for registering for the site and the URL displayed as participants enter the session. You could also ask attendees to enter their contact information into the document while they are waiting for the session to begin.
- If your participants come from different areas and do not know you or each other, you can take some time for introductions and getting acquainted. Emphasize that this workshop is an excellent place to form relationships with other administrators that can support them as they consider personalized learning strategies for their schools.
- Introduce the goals of the workshop.

CONTENT PRESENTATION Why Consider Personalized Learning? (pages 3–6)

- Review content and take notes on areas you would like to emphasize and anything you would like to add based on your expertise or personal experiences.
- Choose your method for sharing content (e.g., lecture, presentation, or individual reading).

*YOUR TURN Introduction to Personalized Learning

If you skipped the previous activity, you may want to at least present a definition of personalized learning before doing this Your Turn activity.

- Customize the discussion questions, if you choose to do so.
- Choose your format and technology for the discussion.
- Create groups, if necessary.
- Plan the format for reflection and goal setting.

FACILITATOR TIP

If you are going to use an app or tool for this activity, plan a short demonstration showing how you would like participants to use it. An effective demonstration could also model how a principal might use the tool with faculty or other groups. If not widely known, display the room's wifi password in a visible place to avoid connectivity issues.

CONTENT PRESENTATION How Can Personalized Learning with One-to-One Computing Help Meet School Goals? *(pages 7–12)*

- Review content and take notes on areas you would like to emphasize and anything you would like to add based on your expertise or personal experiences.
- Choose your method for sharing content.
- Customize the discussion questions to meet your needs. Which school goals present the greatest challenge for you and your teachers? How do you foresee personalized learning with one-to-one computing helping you to meet these goals?

FACILITATOR TIP

You may wish to use the same format and technology you used in the previous activity to help build confidence in your participants' technology skills.

***CONTENT PRESENTATION** Differentiated, Individualized, and Personalized Learning *(pages 12–19)*

- Review content and take notes on areas you would like to emphasize and anything you would like to add based on your expertise or personal experiences.
- Choose your method for sharing content.

***YOUR TURN** Personalized Instruction in Your School

- Customize the discussion question, if you choose to do so.
- Choose your format and technology for the discussion.
- Create groups, if necessary.
- Plan the format for reflection and goal setting.

CONTENT PRESENTATION Personalization and Common Core State Standards *(pages 23–26)*

FACILITATOR TIP

For additional information on meeting Common Core, refer to the [Common Core State Standards website](#) to learn more about the initiative.

- Review content and take notes on areas you would like to emphasize and anything you would like to add based on your expertise or personal experiences.
- Choose your method for sharing content.
- Customize the discussion questions to meet your needs.

CONTENT PRESENTATION Meeting the Needs of All Learners *(pages 26–47)*

- Review content and take notes on areas you would like to emphasize and anything you would like to add based on your expertise or personal experiences.
- Choose your method for sharing content.
- If your workshop does not include the following Your Turn activity, you may want to plan a discussion about this content. Customize the questions to meet your needs. What challenges are you experiencing in your school with meeting the needs of all learners? How have teachers in your school used technology to meet the needs of diverse learners?

FACILITATOR TIP

This section is particularly appropriate for the jigsaw approach for sharing content. If you use that strategy, be sure to take into account all the changing of groups when scheduling the times for your workshop. If time does not allow a jigsaw approach, you may ask each group to divide up the content and summarize their reading to each other.

***YOUR TURN** Personalized Learning for All Learners

If you skipped the previous activity, you may want to at least present a brief summary about meeting the needs of all learners before doing this Your Turn activity.

- Customize the discussion question, if you choose to do so.
- Choose your format and technology for the discussion.

***Reflection and Goal Setting**

- Ask participants to look back over any notes or documents they have produced during the workshop to reflect on their learning and to set goals for when they return to their schools.
- Remind participants of the online collaborative document and encourage them to refer to it as they think further about personalized learning.

Workshop 2

Exploring One-to-One Computing for Principals

This workshop accompanies chapters 3–5 of *Personalized Learning* and is targeted to principals who are considering implementing one-to-one computing. It provides some basic information about these initiatives and introduces the participants to how having one-to-one programs can help teachers personalize student learning.

Workshop Goals

Participants in this workshop will:

- Learn how one-to-one computing can personalize student learning.
- Investigate models of one-to-one computing.
- Review the components critical for successful one-to-one programs.

Planning Your Workshop Schedule

- Read chapters 3–5 of *Personalized Learning*, noting which sections are especially important for your audience and which sections you can give less emphasis.
- Explore the [Project Red](#) website to familiarize yourself with some of the critical issues related to one-to-one computing and personalized learning.
- Select relevant activities and set up the timing for your workshop.

Activity	Estimated Time	Schedule Timing
1. Workshop Introduction and Get Acquainted Activity	15 minutes	
2. Content Presentation: Instructional Models of Technology	15 minutes	
3. Your Turn: Models of Technology Integration	15 minutes	
4. Content Presentation: Personalization of Learning Activities	15 minutes	
5. Your Turn: Personalized Learning	15 minutes	
6. Content Presentation: One-to-One Computing and Personalized Learning	15 minutes	
7. Your Turn: Personalization in the Classroom	10 minutes	
8. Content Presentation: Assessment in a Personalized Learning Environment	10 minutes	
9. Your Turn: Assessment in a One-to-One Personalized Learning Environment	10 minutes	
10. *Content Presentation: Leadership	10 minutes	
11. *Your Turn: Leadership and One-to-One Computing	15 minutes	
12. *Content Presentation: Policies that Support One-to-One Learning	10 minutes	
13. *Your Turn: Educational Policy and One-to-One Computing	15 minutes	
14. *Reflection and Goal Setting	10 minutes	
* Recommended as required activities	Total	

Preparing Your Workshop

Pre-workshop Assignments

- You may want to ask your participants to complete some tasks before the workshop, such as reading sections of *Personalized Learning* or downloading or registering for a specific app or tool. You might ask participants to bring digital copies of their school or district's technology policies or requirements, or bring them yourself if you know where your participants come from.
- Even if you ask participants to complete some tasks before the workshop, you might need to allow time for these assigned activities during the workshop since some participants will likely not complete them beforehand. Those people who registered for tools ahead of time, however, can be helpful in getting their colleagues signed up.

Workshop Introduction and Get Acquainted Activity

- If you do not have any prior contact with your participants and you have created an online collaborative document for the workshop, you may want to have instructions for registering for the site and the URL displayed as participants enter the session. You could also ask attendees to enter their contact information into the document while they are waiting for the session to begin.
- If your participants come from different areas and do not know you or each other, you can take some time for introductions and getting acquainted. Emphasize that this workshop is an excellent place to form relationships with other administrators who can support them as they consider personalized learning strategies for their schools.
- Introduce the goals of the workshop.
- If you have not selected any of the four optional content presentations, you might also want to include a brief definition of one-to-one computing in this introduction.

CONTENT PRESENTATION Instructional Models of Technology (pages 49–59)

- One efficient way to present content in this section is to place participants in groups of four to review the following topics: Blended Learning, Flipped Learning, Online Learning, and Mobile Learning. You could follow up the small-group activity with an oral reading of “A Day in the Life of a Mobile Learner” (page 57).
- Another possible way to present this content would be to assign one of the four models to pairs or groups of three (or ask them to select one) and use an online presentation tool or app to share their summaries with the other participants.
 - [Google Presentations](#): Online presentation tool; registration required.
 - [Animoto](#): An easy online tool for creating multimedia presentations; registration required.
 - [Powtoon](#): An online multimedia tool and app for creating and sharing presentations; registration required.
- Consider displaying the blog [MindShift](#) for discussion.
- If your workshop does not include the following Your Turn activity, you may want to plan a discussion about this content.

YOUR TURN Models of Technology Integration

- Customize the discussion question, if you choose to do so.
- Choose your format and technology for the discussion.
- Create groups, if necessary.
- Plan the format for reflection and goal setting.

CONTENT PRESENTATION Personalization of Learning Activities (pages 59–66)

- Review content and take notes on areas you would like to emphasize and anything you would like to add based on your expertise or personal experiences.
- Choose your method for sharing content.
- Point out the classroom examples so that participants can read the level appropriate for their situation.
- If your workshop does not include the following Your Turn activity, you may want to include a discussion about this content. Customize the questions to meet your needs.

In your educational experience, when were you given choice and control over what and how you learned? What did you think of the experiences? In retrospect, can you think of times when more choice and control would have benefited you? How might that have been structured?

Have you seen examples of student choice and control in your school's classrooms? How effective do you think these experiences were?

Based on what you know about your teachers, students, and curriculum, what are some specific ways you can see that more student choice and control could be included in learning activities?

YOUR TURN Personalized Learning

- Customize the discussion questions, if you choose to do so.
- Choose your format and technology for the discussion.
- Create groups, if necessary.

CONTENT PRESENTATION One-to-One Computing and Personalized Learning (pages 67–72)

- Review content and take notes on areas you would like to emphasize and anything you would like to add based on your expertise or personal experiences.
- Choose your method for sharing content.
- If your workshop does not include the following Your Turn activity, you may want to include a discussion about this content. Customize the questions to meet your needs.

What instructional roles would you like mobile devices to play in your school in the future? What will your role be in that process?

How have you seen mobile devices being used for educational purposes in your school? How effective do you think they were? Are you interested in expanding or restricting their use, or is it just about right?

What are some essential ways you use mobile devices in your daily life that could be applicable to students' learning?

YOUR TURN Personalization in the Classroom

- Customize the discussion questions, if you choose to do so.
- Choose your format and technology for the discussion.
- Create groups, if necessary.

CONTENT PRESENTATION Assessment in a Personalized Learning Environment (pages 72–79)

FACILITATOR TIP

You may choose to emphasize Standardized Assessment and Online Assessment in this section over Formative Assessment, which is more classroom-based. If your participants are not familiar with the impact that formative assessment has on learning, recommend the seminal work of Paul Black and Dylan Wiliam in the article, "[Inside the Black Box](#)".

- Review content and take notes on areas you would like to emphasize and anything you would like to add based on your expertise or personal experiences.
- Choose your method for sharing content.
- If your workshop does not include the following Your Turn activity, you may want to include a discussion about this content. Customize the questions to meet your needs.

How would you describe assessment practices in your school? How effective are these types of assessment at improving student learning, as well as measuring it?

What are your experiences with online assessment? What have been some challenges, and how have you addressed them? How prevalent is formative assessment? Are you satisfied with the assessment practices in your school?

What kinds of assessment practices would you like to investigate further? How do you think teachers and administrators in your school would respond to a discussion about an increased role of formative assessment?

YOUR TURN Assessment in a One-to-One Personalized Learning Environment

- Customize the discussion questions, if you choose to do so.
- Choose your format and technology for the discussion.
- Create groups, if necessary.

***CONTENT PRESENTATION** Leadership *(pages 81–85)*

FACILITATOR TIP

This content is probably the most critical topic in this workshop, so be sure to give it an appropriate emphasis.

- Review content and take notes on areas you would like to emphasize and anything you would like to add based on your expertise or personal experiences.
- Choose your method for sharing content.
- An oral reading of “A Day in the Life of Principal Perez” *(pages 84–85)* might provoke discussion in the Your Turn activity.

***YOUR TURN** Leadership and One-to-One Computing

- For a personalized experience, consider asking principals to complete the “Technology for Principals Self-Assessment” (Appendix C).
- Customize the discussion question, if you choose to do so.
- Choose your format and technology for the discussion.
- Create groups, if necessary.

***CONTENT PRESENTATION** Policies that Support One-to-One Learning *(pages 86–91)*

- Review content and take notes on areas you would like to emphasize and anything you would like to add based on your expertise or personal experiences.
- Choose your method for sharing content.

***YOUR TURN** Educational Policy and One-to-One Computing

- Customize the discussion question, if you choose to do so.
- Choose your format and technology for the discussion.
- Create groups, if necessary.

***Reflection and Goal Setting**

- Ask participants to look back over any notes or documents they have produced during the workshop to reflect on their learning and to set goals for when they return to their schools.
- Remind participants of the online collaborative document, and encourage them to refer to it as they think further about instituting a one-to-one program.

Workshop 3

Implementing a One-to-One Computing Program for Principals

This workshop accompanies chapters 6–9 of *Personalized Learning*. It is designed to support principals who have committed to initiating a one-to-one program as they begin the implementation process.

Workshop Goals

Participants in this workshop will:

- Explore devices and services essential for a one-to-one program.
- Review different types of one-to-one programs.
- Investigate funding opportunities for devices, services, and professional development to support one-to-one computing.
- Learn about a process for implementing a one-to-one initiative in your school.

Planning Your Workshop Schedule

- Read chapters 6–9 of *Personalized Learning*, noting which sections are especially important for your audience and which sections you can give less emphasis.
- Explore the Project Red website to familiarize yourself with some of the critical issues related to one-to-one computing and personalized learning.
- Select relevant activities and set up the timing for your workshop.

Activity	Estimated Time	Schedule Timing
1. Workshop Introduction and Get Acquainted Activity	15 minutes	
2. *Content Presentation: Devices and Services	10 minutes	
3. *Your Turn: Mobile Devices	10 minutes	
4. Content Presentation: Services	10 minutes	
5. Your Turn: Mobile Computing and Social Media	10 minutes	
6. *Content Presentation: One-to-One Program Formats	10 minutes	
7. Content Presentation: Funding	20 minutes	
8. Your Turn: Funding a One-to-One Program	20 minutes	
9. *Content Presentation: A Planning Process for a One-to-One Personalized Learning Program	20 minutes	
10. Your Turn: Your One-to-One Technology Committee	10 minutes	
11. Your Turn: Professional Development	10 minutes	
12. Your Turn: Evaluation Tools	10 minutes	
13. *Reflection and Goal Setting	10 minutes	
* Recommended as required activities	Total	

Preparing Your Workshop

Pre-workshop Assignments

- You may want to ask your participants to complete some tasks before the workshop, such as reading sections of *Personalized Learning* or downloading or registering for a specific app or tool. For this workshop, you might ask participants to bring any resources or documents they have used or need to use to plan their one-to-one programs.
- Some of your participants may have already considered or adopted devices for a one-to-one program and may be willing to bring the devices with them for their colleagues to experiment and play with. If you have access to any devices being considered by schools in your area, having them available for participants to look at will make this workshop more relevant and meaningful.

FACILITATOR TIP

At some point during the workshop, be sure to direct participants to “Introduction to Project Red” in Appendix A of *Personalized Learning*. The Project Red website is an invaluable resource for anyone interested in one-to-one computing and personalized learning.

Workshop Introduction and Get Acquainted Activity

- If you have not had any prior contact with your participants and you have created an online collaborative document for the workshop, you may want to have instructions for registering for the site and the URL displayed as participants enter the session. You could also ask attendees to enter their contact information into the document while they are waiting for the session to begin.
- If your participants come from different areas and do not know you or each other, you can take some time for introductions and getting acquainted. Emphasize that this workshop is an excellent place to form relationships with other administrators that can support them as they consider personalized learning strategies for their schools.
- Introduce the goals of the workshop.

*CONTENT PRESENTATION Devices and Services (pages 93–99)

- Some or all of your participants may already have decided on a device for their one-to-one program. In this activity and in the following Your Turn activity, encourage them to share their experiences with principals who have not yet made a decision about devices.
- Review content and take notes on areas you would like to emphasize and anything you would like to add based on your expertise or personal experiences.
- Choose your method for sharing content.

*YOUR TURN Mobile Devices

- Customize the discussion question, if you choose to do so.
- Choose your format and technology for the discussion.
- Create groups, if necessary.

CONTENT PRESENTATION Services (pages 100–102)

- Review content and take notes on areas you would like to emphasize and anything you would like to add based on your expertise or personal experiences.
- Choose your method for sharing content.
- If your workshop does not include the following Your Turn activity, you may want to include a discussion about this content. Customize the questions to meet your needs.

How have you used cloud computing and social media in your personal and professional life? What advantages and disadvantages do you see with these technologies?

What opinions and challenges do you anticipate from students, teachers, and parents related to bringing mobile devices to use in school and using social media for schoolwork?

What are some ways you could use social media and cloud computing as an administrator to be more effective in your job?

YOUR TURN Mobile Computing and Social Media

- Customize the discussion questions, if you choose to do so.
- Choose your format and technology for the discussion.
- Create groups, if necessary.

*CONTENT PRESENTATION One-to-One Program Formats (pages 103–108)

- Review content and take notes on areas you would like to emphasize and anything you would like to add based on your expertise or personal experiences.
- Choose your method for sharing content.
- Plan a discussion question and format for this section.

CONTENT PRESENTATION Funding (pages 109–115)

- As you can imagine, information about funding sources and processes changes frequently, so although many of the sources and strategies mentioned in *Personalized Learning* are probably still relevant when you conduct your workshop, some have ended and other opportunities have, no doubt, become available. Taking some time to investigate possible resources available for your participants will make your workshop much more relevant, since this topic is one of the most critical for your participants.
- Choose your method for sharing content.
- Plan a discussion question and format for this section.

YOUR TURN Funding a One-to-One Program

FACILITATOR TIP

This activity is ideal for encouraging participant interaction, since the accumulated knowledge of your attendees is an excellent resource. Encourage participants to share links and resources. Use your workshop's online collaborative document, if you created one.

- Customize the discussion question, if you choose to do so.
- Choose your format, and technology for the discussion.
- Create groups, if necessary.

***CONTENT PRESENTATION** A Planning Process for a One-to-One Personalized Learning Program (pages 117–142)

FACILITATOR TIP

This is a fairly long section, but one that is critically important. A jigsaw activity would be an excellent format for this content. If you do not have the time for the regrouping a jigsaw requires, you could have groups of four to six divide the content into topics and report the main points to each other.

- Review content and take notes on areas you would like to emphasize and anything you would like to add based on your expertise or personal experiences.
- Choose your method for sharing content.
- Include a discussion question and format for this section. Customize the questions to meet your needs.

What processes have you used in the past to adopt educational innovations, technology, and other ideas?

What adaptations would make the process more effective?

What have you learned from your experiences as you have implemented new programs in your school, not just in technology?

- If you have time, you might want to ask your participants which of the following Your Turn activities would be most valuable for them to complete. Participants could even group themselves to discuss and investigate those parts of the planning process that most interest them.

YOUR TURN Your One-to-One Technology Committee

- Some of your participants may have already formed this committee, and their experiences would be very useful for those participants not as far along in the implementation process.
- Customize the discussion question, if you choose to do so.
- Choose your format and technology for the discussion.
- Create groups, if necessary.

YOUR TURN Professional Development

- Customize the discussion question, if you choose to do so.
- Choose your format and technology for the discussion.
- Create groups, if necessary.

YOUR TURN Evaluation Tools

- Customize the discussion question, if you choose to do so.
- Choose your format and technology for the discussion.
- Create groups, if necessary.

***Reflection and Goal Setting**

- Ask participants to look back over any notes or documents they have produced during the workshop to reflect on their learning and to set goals for when they return to their schools.
- Remind participants of the online collaborative document and encourage them to refer to it as they think further about instituting a one-to-one program.



Personalized Learning for Teachers Workshops

The following professional development workshops are designed to introduce teachers to strategies for implementing personalized learning in their classrooms with a special focus on how one-to-one computing can support this instructional approach.

Professional Development Workshops

This professional development can be delivered in a variety of formats that can be customized to meet your needs.

- Individual workshops can be conducted in 30–45 minute face-to-face sessions during faculty or department meetings.
- Workshops and activities can be combined for longer in-service or conference experiences.
- Individual teachers or groups of teachers can complete activities on their own or with online facilitation and support.

This Guide provides facilitation suggestions for professional development workshops to accompany Personalized Learning. All of these workshops reflect the assumption that teachers work in schools where administrative and technology infrastructure support personalized learning with technology. Each workshop is designed to be introductory rather than comprehensive, and takes a minimum of 30 minutes, with options for extension of one to one-and-a-half hours.

FACILITATOR TIP

If your participants are teaching in schools that have implemented a one-to-one program, you might want to ask them to bring the adopted device with them to the workshops. If they are still exploring different devices, consider bringing any available devices for them to explore.

Professional Development Workshops for Teachers

- What Is Personalized Learning?
- Mobile Learning in the 21st Century Classroom
- Instruction and Personalized Learning
- Personalization and Students with Special Needs
- Models of Technology Integration
- Assessment and Personalized Learning

Your Turns for Teachers

Personalized Learning is targeted toward principals, and the application activities, Your Turns, are designed with their needs in mind. Therefore, the Your Turn activities in these teacher workshops are either modified or are completely different from those in the book, depending on the focus and subject. You will need to provide participants with *Personalized Learning: Participant Handbook for Teachers* to complete the activities.

Facilitating Personalized Learning for Teachers

Use the following suggestions for conducting professional development for teachers with *Personalized Learning*. Refer to the activities in *Personalized Learning: Participant Handbook for Teachers*. Each workshop consists of content presentations based on Personal Learning with follow-up activities called Your Turns. Each Your Turn is a stand-alone activity, so you can select the content and the Your Turn activities that best meet your participants' needs. It is recommended that, if you choose a specific content presentation, you select at least one activity to ensure that participants have thought about the topic in terms of their own teaching.

Planning Your Workshops

This suite of professional development workshops on personalized learning is designed to be flexible and customizable to meet the needs of a variety of participants. You may use the tables at the beginning of each workshop to think about your workshop and select the content and the activities that will benefit your attendees the most. The times suggested for each activity are estimates.

Workshop 1 What Is Personalized Learning?

FACILITATOR TIP

If you have not already reviewed the Facilitation Guidelines at the beginning of this document, taking the time to read through those suggestions now will help you plan a productive, engaging learning experience for your participants.

Workshop Goal

Participants will learn about personalized learning and how it can enhance student learning.

Plan Your Workshop

Select the activities for your workshop and modify the estimated times to meet your needs.

Activity	Estimated Time
1. Content Presentation: Why Consider Personalized Learning? <i>An overview of personalized learning</i>	15 minutes
2. Your Turn: Thinking about Personalized Learning <i>Reflect on current understanding of personalized learning</i>	5 minutes
3. Content Presentation: Personalized Learning and School Goals <i>Review how personalized learning can address school goals such as improved student achievement</i>	15 minutes
4. Your Turn: Your Goals and Personalized Learning <i>Connect personal, professional goals to personalized learning</i>	5 minutes
5. Reflection and Goal Setting <i>Reflect on learning from the workshop and set goals for further learning</i>	10 minutes
Total Workshop Time	

CONTENT PRESENTATION Why Consider Personalized Learning? (pages 3–6)

- Review content and take notes on areas you would like to emphasize and anything you would like to add based on your expertise or personal experiences.
- Choose your method for sharing content.
- If your workshop does not include the following Your Turn activity, plan a discussion of the content. Customize the questions to meet your participants' needs.

How have you personalized learning experiences for your students? How have you used technology to personalize your own learning?

How have you seen your students use technology to personalize their learning?

What benefits and challenges do you see in implementing personalized learning?

FACILITATOR TIP

To give participants a visual picture of what personalized learning means to them, consider soliciting words and phrases about personalized learning from your participants and using the online tool [Wordle](#) to make a graphic of their contributions. If you have time, instead of doing it yourself, briefly model using the tool and ask participants to make their own word graphic.

YOUR TURN Thinking about Personalized Learning

- Review the Your Turn activity in the teacher workbook.
- Customize the discussion questions, if you choose to do so.
- Choose your format and technology for the discussion.
- Create groups, if necessary.

CONTENT PRESENTATION Personalized Learning and School Goals (pages 7–11)

- Review content and take notes on areas you would like to emphasize and anything you would like to add based on your expertise or personal experiences.
- If your workshop does not include the following Your Turn activity, plan a discussion of the content, customizing the questions to meet your needs.

What goals do you have that you think might be addressed through personalized learning?

What resources and support do you need to achieve these goals?

YOUR TURN Your Goals and Personalized Learning

- Review the Your Turn activity in the teacher workbook.
- Customize the discussion questions, if you choose to do so.
- Choose your format and technology for the discussion.
- Create groups, if necessary. If you have participants from different schools, putting teachers from the same school into groups will make it easier for them to discuss their roles in meeting school goals.

Reflection and Goal Setting

- Review the prompts for this activity and customize them, if necessary.

Workshop 2

Mobile Learning in the 21st Century Classroom

Workshop Goal

Participants will learn how mobile devices in the classroom can personalize learning.

Plan Your Workshop

Select the activities for your workshop and modify the estimated times to meet your needs.

Activity	Estimated Time
1. Content Presentation: Mobile Learning <i>An overview of mobile learning</i>	15 minutes
2. Your Turn: Mobile Devices and 21st Century Learning <i>Think about apps and tools used in the classroom</i>	15 minutes
3. Your Turn: Exploring Apps and Tools <i>Explore some mobile apps and online tools and think about how they might be used in the classroom</i>	30 minutes
4. Your Turn: Planning a Mobile Learning Activity <i>Begin a plan for an activity that incorporates an online tool or app or adapt a lesson you currently teach</i>	30 minutes
5. Reflection and Goal Setting <i>Reflect on learning from the workshop and set goals for further learning</i>	10 minutes
Total Workshop Time	

CONTENT PRESENTATION Mobile Learning (pages 11–12 and pages 49–59)

- Review content and take notes on areas you would like to emphasize and anything you would like to add based on your expertise or personal experiences.
- Choose your method for sharing content.
- If your workshop does not include the following Your Turn activity, plan a discussion about the content and customize the discussion prompt to meet your needs.

Share your experiences using apps and online tools on mobile devices, personally, or with your students.

YOUR TURN Mobile Devices and 21st Century Learning

FACILITATOR TIP

This workshop has three possible Your Turn activities. You may decide to select one or more of the activities or use them in a different order, depending on your participants' background and interest.

- Review the Your Turn activity in the teacher workbook.
- Customize the discussion question, if you choose to do so.
- Choose your format and technology for the discussion. This activity may be one that would be facilitated well through an online collaborative document where teachers can share their ideas.
- Create groups, if necessary. For this activity, participants would probably benefit from discussing the topic with teachers using the same devices.

YOUR TURN Exploring Apps and Tools

FACILITATOR TIP

This Your Turn activity will likely be of great interest to your participants, and they will probably appreciate having time to explore these tools and discuss them. An online collaborative document would be a good tool for sharing their ideas.

- Review the Your Turn activity in the teacher workbook.
- Select some of the tools to demonstrate for your participants and add any tools you have found useful.
- If you have not already created an online collaborative document, you might create a collaborative document or spreadsheet for participants to share their findings about the tools they review.
- Choose your format and technology for the discussion and customize the question to meet your participants' needs.

YOUR TURN Planning a Mobile Learning Activity

- Review the Your Turn activity in the teacher workbook.
- If you wish, create a sample lesson for demonstration. You could use one of the examples in *Personalized Learning* as a model.
- Create groups for sharing and feedback. Participants might prefer to work with grade-level or subject-area colleagues for this activity.
- Customize the sharing activity to meet your needs.

Activity	Estimated Time
1. Content Presentation: Personalization of Learning Activities <i>An overview of personalized learning activities</i>	15 minutes
2. Your Turn: Experiences with Personalized Learning <i>Reflect on experiences with personalized learning</i>	15 minutes
3. Your Turn: Technology and Personalized Learning Activities <i>Recall ways that students use technology to personalize their learning</i>	10 minutes
4. Your Turn: Exploring Personalized Instruction <i>Explore project-based unit plans that personalize instruction with technology</i>	30 minutes
5. Your Turn: Planning a Personalized Activity <i>Design a learning activity that personalizes learning</i>	30 minutes
6. Content Presentation: One-to-One Computing and Personalized Learning <i>Overview of one-to-one computing and personalization</i>	15 minutes
7. Reflection and Goal Setting <i>Reflect on learning from the workshop and set goals for further learning</i>	10 minutes
Total Workshop Time	

Reflection and Goal Setting

- Review the prompts for this activity and customize them, if necessary.

Workshop 3 Instruction and Personalized Learning

Workshop Goals

Participants will:

- Explore strategies for personalizing teaching and learning.
- Begin planning to create a personalized learning activity for their students that addresses academic standards.

Plan Your Workshop

Select the activities for your workshop and modify the estimated times to meet your needs.

CONTENT PRESENTATION Personalization of Learning Activities (pages 59–66)

FACILITATOR TIP

This workshop is possibly the most critical one in this series because it asks teachers to begin to think about how they can personalize instruction in their classrooms. Although the previous workshops provide useful background skills and information, if you can only extend the time of one workshop, consider emphasizing this one.

- Review content and take notes on areas you would like to emphasize and anything you would like to add based on your expertise or personal experiences.
- Choose your method for sharing content.

YOUR TURN Experiences with Personalized Learning

- Review the Your Turn activity in the teacher workbook.
- Customize the discussion questions, if you choose to do so.
- Choose your format and technology for the discussion.
- Create groups, if necessary.

YOUR TURN Exploring Personalized Instruction

FACILITATOR TIP

You may want to choose a unit plan relevant to your teachers to highlight before they begin to explore the site to show how students monitor their own learning and make choices during a project. You may also want to emphasize how different learning activities within one of the unit plans could be modified to personalize a more traditional non-project-based unit.

- Review the Your Turn activity in the teacher workbook.
- Customize the discussion questions, if you choose to do so.
- Choose your format and technology for the discussion.
- Create groups, if necessary.

YOUR TURN Planning a Personalized Activity

FACILITATOR TIP

If your participants completed the lesson planning activity in the Mobile Learning in the 21st Century Classroom, suggest using that lesson as a starting point for this Your Turn activity.

- Review the Your Turn activity in the teacher workbook.
- Customize the discussion questions, if you choose to do so.
- Choose your format and technology for the discussion.
- Create groups, if necessary.

CONTENT PRESENTATION Personalization and Common Core State Standards (pages 23–26)

- Consider having digital copies of the standards the teachers in your workshop use to plan instruction for reference.
- Review content and take notes on areas you would like to emphasize and anything you would like to add based on your expertise or personal experiences.

A collection of resources on personalization, one-to-one computing, and Common Core State Standards

YOUR TURN Looking at Standards and Personalization

- Review the Your Turn activity in the teacher workbook.
- Customize the discussion question, if you choose to do so.
- Choose your format and technology for the discussion.
- For this activity, participants might work best in same-subject or same-grade-level groups so they can discuss their work with teachers familiar with their standards.

Reflection and Goal Setting

- Review the prompts for this activity and customize them, if necessary.

Workshop 4 Personalization and Students with Special Needs

Workshop Goal

Participants will learn strategies for meeting the needs of all students through personalizing instruction.

Plan Your Workshop

Select the activities for your workshop and modify the estimated times to meet your needs.

Activity	Estimated Time
1. Content Presentation: Meeting the Needs of All Learners <i>An overview of personalization for students with special needs</i>	15 minutes
2. Your Turn: Personalizing Instruction for Students with Special Needs <i>Reflect on the strategies you have used to personalize instruction for your students who have special needs</i>	10 minutes
3. Your Turn: Exploring Technology for Students with Special Needs <i>Explore resources to help students with disabilities meet learning goals</i>	30 minutes
4. Your Turn: Planning Instruction for Students with Special Needs <i>Modify a lesson to include personalization for students with special needs</i>	15 minutes
5. Reflection and Goal Setting <i>Reflect on learning from the workshop and set goals for further learning</i>	10 minutes
Total Workshop Time	

CONTENT PRESENTATION Meeting the Needs of All Learners *(pages 26–47)*

- Review content and take notes on areas you would like to emphasize and anything you would like to add based on your expertise or personal experiences.
- Choose your method for sharing content. This section would work well in a format where participants group themselves according to the topic they are most interested in, where they can read the relevant section and discuss it. A short whole-group wrap-up discussion can give participants an overview of the sections they did not explore during the activity, so they can investigate it later on their own.

YOUR TURN Personalizing Instruction for Students with Special Needs

- Review the Your Turn activity in the teacher workbook.
- Customize the discussion questions, if you choose to do so.
- Choose your format and technology for the discussion.
- Create groups, if necessary.

YOUR TURN Exploring Technology for Students with Special Needs

FACILITATOR TIP

Productivity apps can be especially useful for students with special needs. Refer your participants to Your Turn: Exploring Apps and Tools in Workshop 2 for a brief list of tools.

- Before presenting this Your Turn activity, select one to two of the recommended resources to model.
- Review the Your Turn activity in the teacher workbook.
- Customize the discussion questions, if you choose to do so.
- Choose your format and technology for the discussion.
- Create groups, if necessary.

YOUR TURN Planning Instruction for Students with Special Needs

- Review the Your Turn activity in the teacher workbook.
- Customize the discussion questions, if you choose to do so.
- Choose your format and technology for the discussion.
- Create groups, if necessary.

Reflection and Goal Setting

- Review the prompts for this activity and customize them, if necessary.

Workshop 5

Models of Technology Integration

Workshop Goal

Participants will explore different models for using technology to personalize learning.

Plan Your Workshop

Select the activities for your workshop and modify the estimated times to meet your needs.

Activity	Estimated Time
1. Content Presentation: Instructional Models of Technology Integration An overview of different models for personalizing instruction with technology	15 minutes
2. Content Presentation: One-to-One Computing and Personalized Learning An overview of one-to-one computing	10 minutes
3. Your Turn: Models of Technology Integration Reflect on experiences with different models of technology integration	10 minutes
4. Your Turn: Planning Technology Integration Design an activity or project that incorporates one of the instructional models	30 minutes
5. Reflection and Goal Setting Reflect on learning from the workshop and set goals for further learning	10 minutes
Total Workshop Time	

CONTENT PRESENTATION Instructional Models of Technology Integration (pages 49–59)

FACILITATOR TIP

If your participants work in schools that currently have a one-to-one computing program or are considering implementing one, consider including the One-to-One content below in this content presentation.

- Review content and take notes on areas you would like to emphasize and anything you would like to add based on your expertise or personal experiences. This activity repeats the content in the Mobile Learning activity in Workshop 2, so you may want to skip this activity or just briefly review the information.
- You might introduce this section with an oral reading of “A Day in the Life of a Mobile Learner” (page 57).
- Choose your method for sharing content. This section would work well as a jigsaw or, more simply, as an activity where each member of a group reads one of the sections and summarizes it for the rest of the group.

CONTENT PRESENTATION One-to-One Computing and Personalized Learning (pages 67–72)

- Review content and take notes on areas you would like to emphasize and anything you would like to add based on your expertise or personal experiences.
- Choose your method for sharing content.

YOUR TURN Models of Technology Integration

- Review the Your Turn activity in the teacher workbook.
- Customize the activity or discussion question, if you choose to do so.
- Choose your format and technology for the discussion.
- Create groups, if necessary.

YOUR TURN Planning Technology Integration

FACILITATOR TIP

You may wish to refer participants back to tools they incorporated in other plans or recommend that they explore new ones for this activity.

- Review the Your Turn activity in the teacher workbook.
- Customize the activity or discussion question, if you choose to do so.
- Choose your format and technology for the discussion.
- Create groups, if necessary.

Reflection and Goal Setting

- Review the prompts for this activity and customize them, if necessary.

Workshop 6

Assessment and Personalized Learning

Workshop Goal

Participants will learn strategies for assessing learning in a personalized learning environment.

Plan Your Workshop

Select the activities for your workshop and modify the estimated times to meet your needs.

Activity	Estimated Time
1. Content Presentation: Assessment in a Personalized Learning Environment <i>An overview of technology and assessment in a personalized classroom</i>	15 minutes
2. Your Turn: Assessment in a One-to-One Personalized Learning Environment <i>Describe the role of different types of assessment in the classroom</i>	10 minutes
3. Your Turn: Technology and Formative Assessment <i>Explore resources to support formative assessment</i>	10 minutes
4. Reflection and Goal Setting <i>Reflect on learning from the workshop and set goals for further learning</i>	10 minutes
Total Workshop Time	

CONTENT PRESENTATION Assessment in a Personalized Learning Environment (pages 72–79)

FACILITATOR TIP

If your participants are not proficient users of formative assessment strategies, you may wish to review and share the main points of the seminal work of Paul Black and Dylan Wiliam in the article, "[Inside the Black Box](#)." You may also wish to recommend the free, interactive online courses, [Assessment in 21st Century Classrooms](#), for those interested in learning more about formative assessment.

- Review content and take notes on areas you would like to emphasize and anything you would like to add based on your expertise or personal experiences.
- Choose your method for sharing content.

YOUR TURN Assessment in a One-to-One Personalized Learning Environment

- Review the Your Turn activity in the teacher workbook.
- Customize the activity or discussion question, if you choose to do so.
- Choose your format and technology for the discussion.
- Create groups, if necessary.

YOUR TURN Technology and Formative Assessment

FACILITATOR TIP

Select one or two of the tools described in the Handbook to model for your participants.

- Review the Your Turn activity in the teacher workbook.
- Customize the activity or discussion question, if you choose to do so.
- Choose your format and technology for the discussion.
- Create groups, if necessary.

Reflection and Goal Setting

- Review the prompts for this activity and customize them, if necessary.