

Webinar: Personalizing Instruction to Address COVID-19 Learning Gaps

Supporting children in pre-k to grade 12

A Publication From Regional Educational Laboratory Central at IES

To access the RELs' evidence-based COVID-19 response resources, visit <https://ies.ed.gov/ncee/edlabs/projects/covid-19>.



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Primary Audience: Teachers **Secondary Audiences:** Instructional Leaders and School Leaders

Preliminary research suggests that school closures related to COVID-19 will have a negative impact on student learning, potentially exacerbating achievement gaps. As schools and districts reopen, they will need to develop strategies to mitigate the impact of disrupted learning and help students recover lost academic growth. This Regional Educational Laboratory (REL) Central webinar presented on June 11, 2020, shares a spectrum of personalization options and supports that can be implemented to meet the needs of students whose learning has been disrupted. The webinar includes a discussion of systemic supports that building and instructional leaders can implement to facilitate personalization as well as specific actionable strategies for classroom teachers.



Evidence-Based Recommendations

Research on personalized learning:

- Pane, J. F., Steiner, E. D., Baird, M. D., & Hamilton, L. S. (2015). Continued progress: Promising evidence on personalized learning. Santa Monica, CA: RAND Corporation. Retrieved from <https://eric.ed.gov/?id=ED571009>
- Pane, J. F., Steiner, E. D., Baird, M. D., Hamilton, L. S., & Pane, J. D. (2017). Informing progress: Insights on personalized learning implementation and effects. Santa Monica, CA: RAND Corporation. Retrieved from https://www.rand.org/pubs/research_reports/RR2042.html
- Tanenbaum, C., Le Floch, K., & Boyle, A. (2013). Are personalized learning environments the next wave of K-12 education reform? Washington, DC: American Institutes for Research. Retrieved from http://www.air.org/sites/default/files/AIR_Personalized_Learning_Issue_Paper_2013.pdf
- Gross, B., Tuchman, S., & Patrick, S. (2018). A national landscape scan of personalized learning in K-12 education in the United States. Vienna, VA: International Association for K-12 Online Learning. Retrieved from <https://files.eric.ed.gov/fulltext/ED589851.pdf>
- U.S. Department of Education. (2014). Personalized learning in progress: Case studies of four Race to the Top-District grantees' early implementation. Retrieved from <https://rttd.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=26401>

Developing systemic supports for personalized learning:

- Developing clear expectations for student learning: [Personal Competencies in Personalized Learning](#)
- Using data to determine individual student need: [Forum Guide to Personalized Learning Data](#)

- Establishing a culture of data use and analysis: [Using Student Achievement Data to Support Instructional Decision Making](#)

Using personalized instructional practices:

- [Best Practices in Personalized Learning Environments \(Grades 4-9\)](#)
- [Handbook on Personalized Learning for States, Districts, and Schools](#)
- [Personalized Learning Teacher Toolkit](#)

Incorporating technology to support instruction:

- [Blended Learning in Practice: Introduction to Case Studies from Leading Schools](#)

Questions to Consider



- What does personalized instruction look like?
- How do you use data to determine students' needs?
- What data do you use?
- How do you analyze and interpret the data?
- How do you address individual, small-group, and whole-group needs?
- What systemic supports are necessary for personalized learning?



Related Resources

- [*Continued Progress: Promising Evidence on Personalized Learning*](#)
- [*Informing Progress: Insights on Personalized Learning Implementation and Effects*](#)
- [*Effective Practices: Research Briefs and Evidence Rating*](#)
- [*Equity and Personalized Learning: A Research Review*](#)

The U.S. Department of Education's Institute of Education Sciences funds a network of 10 Regional Educational Laboratories (RELs). Each REL serves a designated region of the country and works in partnership with educators and policymakers with a mission of supporting a more evidence-based education system to improve outcomes for students. In response to the impact of COVID-19 on education systems, the RELs collaborated to produce evidence-based resources and guidance.

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