

# Poll

When it comes to opening schools for the 2020/21 school year, which scenarios are you currently planning for? Select all that apply.

- Return to full-time in-person schooling.
- Reopening schools while accommodating social distancing.
- Hybrid learning models.
- Full-time remote learning.
- We have not started planning.

# Handout

- Handout of resources aligned to this presentation.
- Look for the link to download in the chat box.

# Welcome and Overview

# REL Central – Who We Are



The Regional Educational Laboratory (REL) Central at Marzano Research serves the applied education research needs of Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming.

# Meet the Presenters

- **David Yanoski**, Researcher, REL Central
- **Jeni Gotto**, Executive Director of Teaching and Learning, Westminster Public Schools, Colorado
- **Dylan Shelofsky**, Intermediate Teacher, Metropolitan Arts Academy, Westminster Public Schools, Colorado
- **Kody Kelly**, IB Literacy Teacher, Westminster High School, Westminster Public Schools, Colorado

# Setting the Stage

# COVID-19 Learning Loss

- Projected learning loss resulting from school closures:
  - Reading: 63–68% of normal gain.
  - Math: 37–50% of normal gain.
  - **Note:** these projections do not account for instruction that was delivered during this time.
- Losses are not universal:
  - The top one-third of students have the potential to make gains in reading.
  - Likely to widen existing gaps.



Kuhfeld, M., Soland, J., Tarasawa, B., Johnson, A., Ruzek, E., & Liu, J. (2020). *Projecting the potential impacts of COVID-19 school closures on academic achievement* (EdWorkingPaper 20-226). Annenberg Institute at Brown University. <https://doi.org/10.26300/cdrv-yw05>

# What is personalized learning?

- Student-Ownership
- Supports
- Varied-Experiences
- Tailored
- Voice
- Flexibility
- Choice
- Student-Centered
- Individualized

*Student-ownership*  
*Supports*  
*Varied-experiences*  
*Tailored Voice*  
*Flexibility*  
*Choice*  
*Individualized*  
*Student-centered*

# Focus on Personalized Learning

- Race to the Top-District grant program
  - “support to move beyond one-size-fits-all models of schooling ... to personalized, student-focused approaches to teaching and learning” (p. 1)
- Every Student Succeeds Act
  - Use Title 1 funds to support “components of a personalized learning approach which may include high-quality academic tutoring.” (Sec. 1003)
  - Use Title IV funds to “increase access to personalized, rigorous learning experiences supported by technology.” (Sec. 4104)

U.S. Department of Education. (2012). *Race to the Top–District. Executive Summary*. Retrieved from <http://www.ed.gov/sites/default/files/rtt-d-executive-summary.pdf>

Every Student Succeeds Act, Pub. L. No. 114-95, § 1003, 4104, Stat. 1177 (2015)

# Research Findings Personalized Learning

- Outcomes
  - Potential positive effects on student achievement
- Implementation
  - Many different approaches
    - Technology driven
    - Competency based
    - Student paths or profiles
    - Flexible spaces/environments
  - Case studies have identified key considerations for implementation
    - Shifting teacher's role
    - Using student data
    - Changing physical spaces
    - Creating Flexibility

# Personalized Learning Research References

- 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](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](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>

# Use of Flexible Time in Competency Education



- **Examination of Students' Use of Flexible Time at Legacy High School**
  - How do Legacy High School students use their flex-time?
  - How do students from different demographic groups and grade levels use their flex-time?
  - How do students with different academic achievement levels use their flex-time?

<https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4615>

# Conversation: Personalizing Instruction to Address COVID-19 Learning Gaps

# Personalized Instruction

- What does personalized instruction look like?



# Using Data

- How do you use data to determine students' needs?
- What data do you use?
- How do you analyze and interpret the data?



# Addressing Needs



How do you address individual needs?



How do you address small-group needs?



How do you address whole-group needs?

# System Supports

- What systemic supports are necessary for personalized learning?



# Additional U.S. Department of Education and REL Network Resources

- In response to COVID-19, the RELs have collaborated to produce a series of evidence-based resources and guidance about teaching and learning in a remote environment as well as other considerations brought about by the pandemic.
  - <https://ies.ed.gov/ncee/edlabs/projects/covid-19/>

# Share Your Feedback

- As you exit the webinar, please complete the survey that will open in a separate window.
- Your comments and feedback will inform future events and resources.

# Thank You

Please visit our website and follow us on Twitter for information about our events, priorities, and alliances, and for access to our many free resources.

[ies.gov/ncee/edlabs/regions/central/index.asp](https://ies.gov/ncee/edlabs/regions/central/index.asp)

[@RELCentral](https://twitter.com/RELCentral)

Or contact us at [RELCentral@MarzanoResearch.com](mailto:RELCentral@MarzanoResearch.com)

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