Why Personalized Learning for Belmont Station

Loudoun County Schools

#LoudounPL and Tag us: @BSTElementary
Our Journey

We are on a journey of change with the primary objective to transform the delivery methods in our classrooms to match the learning needs of the modern student.
Yesterday
Sit and get

Today
Contribute
Communicate
Critically Think
Create
Collaborate
Top Skills
Employers Want

In a survey by the National Association of Colleges and Employers (NACE) for Job Outlook 2015, employers look for:

• Leadership
• Ability to work in a team
• Communicate verbally with people inside and outside the organization
• Problem-solving skills
• Strong work ethic
Personalization at Scale

Each station is best suited to address different learning levels of Bloom’s Taxonomy.

- **Project & Group Learning**
  - Critical thinking
  - Evaluating concepts

- **Small Group Instruction**
  - Higher order thinking skills
  - Differentiated mini-lessons

- **Individualized Content**
  - Adaptive & engaging content
  - Embedded assessments & data

Bloom’s Taxonomy

- **Creating**
- **Evaluating**
- **Analyzing**
- **Applying**
- **Understanding**
- **Remembering**
Personalized Learning at BST

VIDEO
The Core 4 Elements of Personalized Learning

- **Integrated Digital Content**: Digital content allows for a differentiated path and pace.
- **Targeted Instruction**: Instruction aligns to specific student needs and learning goals.
- **Student Reflection and Ownership**: Ongoing student reflection promotes ownership of learning.
- **Data Driven Decisions**: Frequent data collection informs instructional decisions and groupings.
Data Driven Decisions

Frequent data collection informs instructional decisions and groupings.
Frequent data collection informs instructional decisions and groupings.

The use of student data should drive the creation of student groups within a personalized classroom.

Horry County Schools (SC)
Reflect: What is the last thing you learned?
**Targeted Instruction**

Instruction aligns to specific student needs and learning goals.

<table>
<thead>
<tr>
<th>Groups</th>
<th>Members</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One</strong></td>
<td>Armani, Jabria, Michael, Shauntavia, Tre...</td>
<td>20 mins</td>
</tr>
<tr>
<td>Rotation</td>
<td>A, C, B</td>
<td></td>
</tr>
<tr>
<td><strong>Two</strong></td>
<td>Ashley, Braedon, Brittni, Lupe, Mikkell, S...</td>
<td>15 mins</td>
</tr>
<tr>
<td>Rotation</td>
<td>B, A, C</td>
<td></td>
</tr>
<tr>
<td><strong>Three</strong></td>
<td>Avonnia, Gavin, Bailley, Micaela, Noah</td>
<td>6 mins</td>
</tr>
<tr>
<td>Rotation</td>
<td>C, B, A</td>
<td></td>
</tr>
</tbody>
</table>

- Review misunderstood concepts from yesterday. **20 mins**
- Small group instruction on new content. **15 mins**
- Check in on new content for any questions. **6 mins**
Digital content allows for a differentiated path and pace.
Integrated Digital Content

Digital content allows for a differentiated path and pace. Digital content allows students to create and produce.
The Core 4 Elements of Personalized Learning

Student Reflection and Ownership
Ongoing student reflection promotes ownership of learning

GOAL

1. I plan to achieve my goal by ______________________________ date

2. A few things that might stand in my way are ______________________________

3. This goal is important to me because ______________________________

4. The action steps I am going to take to reach this goal are ______________________________

5. Did I complete my goal?  
   YES   [ ]   NO   [ ]
Empowering All Students to Make Meaningful Contributions to the World

**Personalized Learning** is dynamically tailoring learning experiences to students’ strengths, needs and/or interests.

A PL approach supports PBL and One to the World by encouraging the following:

1. **Access** to significant content for students who may have learning gaps
2. **Challenges** for students who have shown basic mastery
3. **Relevance** for all students as their interests help shape the direction of “meaningful contributions to the world”.

**The outcome of learning** at LCPS is a student who is a knowledgeable, critical thinker, communicator, collaborator, creator and contributor. These traits allow that student to make meaningful contributions to the world.