

## What the Research Says...

The National Center for Research on Teacher Learning has determined that personalized teaching is viable when...

- ...teachers develop "...a philosophy that views teaching as helping students comprehend the implications of new ideas and information for their existing understandings." (p. 2)
- ...teachers understand that students are diverse "...cognitively, socially, culturally, ethnically, linguistically..." (p. 2)
- ...teachers understand that they need to "learn what they need to know to support new learning for all students." (p. 1)
- ...stakeholders understand that, "Teachers need opportunities...to try out new approaches and to assess the effects of these approaches." (p. 1)
- ...stakeholders understand that "...professional development must be stitched into the work routine of teachers, not tacked onto the work day or week." (p. 1)
- ...stakeholders understand that, "Teachers must figure out what the goals imply for what they do and what they know. Teachers must gradually blend their customary ways with new approaches to helping students learn. Understanding complex tasks and ideas requires substantial time: time to understand new goals, to test out new ideas, to assess their effects, to adjust the approach, and time to assess again. Teaching is just such a task." (p. 2)
- ...stakeholders understand that, "Teachers must be very knowledgeable about the subjects they teach. Without deep and flexible understanding of content, teachers are handicapped in the critical task of helping diverse students find points of access to the school curriculum." (p. 2)

Costa and Garmston (1994) note that:

- "Whether they verbalize them or not, educators hold deep beliefs about their work, their students, the role of schools in society, the curriculum, and teaching. Furthermore, these beliefs are grounded in and congruent with deep personal philosophies. These philosophies are powerful predictors of behaviors, and they drive the perceptions, decisions and actions of all players on the educational scene." (p. 70)
- "Since belief systems don't change easily, the older we become, the less likely we are to change. However, change does occur in two instances. If the prevailing culture begins to shift its values persistently and pervasively, we may begin to move our thinking in like directions. Teachers also adapt their belief systems to accommodate new realities." (p. 70)