

Honoring Each Learner Book Study

Level 1

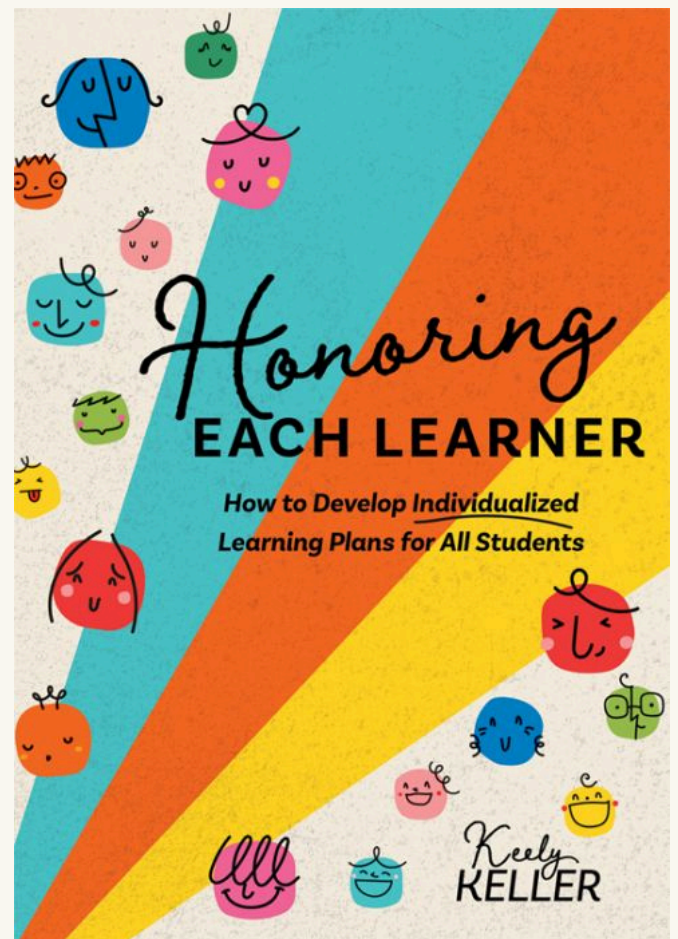
Facilitation Guide

Audience: Teaching Staff + Leaders

Length: 6 Sessions + 1 Celebration

Led by: Instructional Coach,
Building Leader, or Experienced
Teacher

Focus: Immediate classroom
application + long-term student
impact





Introduction

This guide is designed to support facilitators in leading a six-session book study based on [Honoring Each Learner: How to Develop Individualized Learning Plans for All Students](#). It is intended for use with teaching staff and school or instructional leaders who are curious about or committed to advancing equitable, individualized learning practices across classrooms and systems.

Purpose of the Book Study

The goal of this book study is to deepen educators' understanding of how to honor the unique strengths, interests, and preferences of each learner and to support implementation of individualized learning in a way that is practical and sustainable.

This experience is not about adding more to already full plates. It is about shifting thinking and making intentional choices. It's about using what's already known about learners to make better, more personalized decisions in teaching and leadership.

Structure

The book study includes:

- One Session Zero to establish purpose and collect baseline reflections
- Six core sessions, each focused on a key chapter and concept
- A final Celebration & Reflection session to review growth, share impact, and identify next steps

Each session includes:

- A clear purpose
- Suggested language for introducing content and guiding discussion
- A reflection or collaborative task to engage participants
- A next-day application action to support immediate implementation
- All sessions are designed to be approximately 30–45 minutes and adaptable to a staff meeting, PLC, or leadership team format.

Role of the Facilitator

The facilitator does not need to be an expert in individualized learning. They just need to be someone committed to leading meaningful professional conversations and creating space for reflection, collaboration, and next steps. This guide provides everything needed to confidently lead the experience, including suggested prompts, pacing, and framing.

Facilitators are encouraged to:

- Model curiosity, not certainty
- Create an environment where reflection is welcomed and progress is the goal
- Allow for flexibility, focusing on what resonates most with the group
- Encourage next-day application and ongoing conversation between sessions

Materials Needed

- A copy of [Honoring Each Learner](#) for each participant
- This facilitator guide (digital or printed)
- A way to record individual reflections (paper or digital)
- Optional: chart paper or whiteboard for group thinking

This guide aims to keep the experience focused and impactful so that each session builds momentum and leads to tangible change in practice.

Social Media

Connect with Keely Keller, the author of Honoring Each Learner, or tag her when sharing insights, questions, and celebrations from the book study and your school or classroom.

- X: @KelleKeel96346
- Instagram: @keely19keller
- LinkedIn: [Keely Keller](#)
- keller_learning.com

Session Zero: Laying the Foundation

Purpose

To establish the tone and purpose of the book study, build shared understanding, and reflect on baseline beliefs and practices related to individualized learning.

Timing

15–20 minutes (recommended prior to Session One or at the start of it)

Session Flow

1. Welcome & Framing (5 minutes)

Facilitator Script

Welcome to the Honoring Each Learner book study.

This experience is designed for both educators and leaders. It focuses on what it means, and what it looks like in practice, to individualize learning based on student strengths, interests, and preferences.

This is not about doing more. It's about doing things differently. Each session is short, focused, and action-oriented. You'll engage with one key idea, one collaborative discussion, and one action step you can try right away.

Our goal is to keep this learning meaningful, practical, and sustainable.

Facilitation Tip

Invite all voices early: Ask participants to introduce themselves with their name, role, and one word they hope describes this experience. This sets a tone of inclusion and expectations for participation.

2. Self-Reflection Inventory (7–10 minutes)

Facilitator Script

Before we dive into the book, we'll pause for a quick self-reflection. This pre-inventory helps us surface our current beliefs and practices related to individualization. There are no right or wrong answers, just a chance to reflect honestly.

When you're ready, take a few moments to complete the inventory.

Share the link to [Honoring Each Learner – Pre-Inventory](#).

Facilitation Tip

Circulate quietly to support those who may need clarity. After 5–7 minutes, invite optional whole-group reflections using one of the following:

- *What stood out to you?*
- *Was anything easy or hard to answer?*

Let participants know they will revisit this same inventory during the final session to reflect on growth.

3. Shared Commitment Discussion (5 minutes)

Facilitator Script

Let's take a moment to name what matters most to us in this work.

Turn to someone near you and respond to this prompt: Why do you think individualized learning matters right now?

After 2–3 minutes, I'll invite a few of you to share.

Optional question for deeper connection: What is one thing you hope to gain, or give, in this experience?

Facilitation Tip

Ensure every participant has the opportunity to engage: Use pair-share, then call for 2–3 volunteers to share insights aloud with the whole group.

4. Preview of Session One (2–3 minutes)

Facilitator Script

Thank you for starting this journey with openness and intention.

In Session One, we'll explore why individualization matters, especially through the lens of equity. We'll ground ourselves in the idea that this isn't just about instructional strategies; it's about ensuring each learner gets what they need to thrive.

Be thinking about what equity looks like and sounds like in your classroom or school. We'll explore that next time.

Session One: Why Individualization? Why Now?

Purpose

To introduce the foundational “why” behind individualized learning and connect it to equity, sustainability, and honoring each learner.

Chapter Focus

Introduction

Timing

30–40 minutes

Facilitator Preparation

- **Read** the Introduction.
- **Select a quote or excerpt** to highlight.

Facilitator Choice:

Author Suggestion: “Every learner—not just those in special education—has the right to an individualized, equitable education.” (p. 2)

- **Identify a key question** to guide collaborative discussion.

Facilitator Choice:

Author’s Suggestion: How does individualization address equity? How does it celebrate diversity?

- **Prepare a next-day action** participants can try.

Facilitator Choice:

Author’s Suggestion: Complete a T-chart. What does equity “look like” and “sound like” in your classroom or school?

Session Flow

1. Welcome & Framing (5 minutes)

Facilitator Script

Welcome to our first session of the Honoring Each Learner book study. Today we're focusing on why this work matters—not just in theory, but in practice. Individualization isn't about doing more. It's about doing what matters most for student success. It's about equity. It's about sustainability. It's about each learner.

Facilitation Tip

Use a **Think–Pair–Share** structure for this question: **What drew you to this book study, or what are you hoping to take away?**

- Give 30 seconds of quiet reflection.
- Ask participants to share with someone next to them (or in breakout pairs online).
- Then invite a few to share with the full group.

Facilitator Script

I hope each of you leaves with those answers—or new practices—to honor each learner.

2. Engage with the Text (7–10 minutes)

Display and read the selected quote or excerpt.

Author's Suggestion: “Every learner—not just those in special education—has the right to an individualized, equitable education.” (p. 2)

Facilitator Script

Let's reflect on this powerful idea from the introduction.

Prompts

- What resonates with you?
- What challenges or confirms your current thinking?

Facilitation Tip

Use a **Whip Around** or **Circle Share**.

- Give everyone a chance to say one sentence aloud—either a reaction, a connection, or a question.
- If the group is large, split into small groups and have one person summarize for the larger team.
- Encourage listening by asking: As you hear from others, what ideas are you carrying with you?

3. Collaborative Discussion (10–15 minutes)

Facilitator Script

Let's go a step deeper and think together about how equity and individualization are connected.

Prompts

- What does it mean to truly “honor” a learner?
- What makes this work feel urgent—or overwhelming—in our current context?
- **How does individualization address equity and celebrate diversity?** (Author's Suggestion)

Facilitation Tip

Use **Small Group Discussion (Triads or Quads)**.

- Have participants form groups of 3–4.
- Assign roles: one speaker, one listener, one notetaker, and one timekeeper (optional).
- Rotate roles each time someone speaks to ensure equal participation.

Then, ask each group to share one takeaway with the whole room.

4. Next-Day Action (5 minutes)

Facilitator Script

Let's bring this into practice with a small, meaningful step.

Here is your: **Try It Tomorrow.**

Create a T-chart titled “Equity in My Practice.” On one side, write what equity looks like in your classroom or work. On the other, write what it sounds like. Capture observations, examples, or moments you notice this week.

Facilitation Tip

Use **Partner Reflection**.

- Ask participants to turn to a partner and share one thing they plan to observe or listen for.
- After 2 minutes, invite 2–3 volunteers to share with the whole group.

Wrap with encouragement that there's no 'right' answer, just awareness and intention.

5. Wrap-Up & Preview (3–5 minutes)

Facilitator Script

Thank you for your thoughtful reflections today. You've set the stage for meaningful work ahead.

Next session, we'll explore how to get to know students deeply through their strengths, interests, and preferences and how to use that insight to guide instruction. Be sure to bring your T-chart or a moment you observed that reflects equity in action.

Facilitation Tip

Invite everyone to write down one question or insight they're walking away with, and either:

- Share it aloud,
- Add it to a digital doc or chat, or
- Post it on a "Learning Wall" (physical or virtual) for the group to revisit.

Session Two: Getting to Know Learners

Purpose

To explore practical ways to get to know learners deeply through strengths, interests, and preferences and consider how to use that information to individualize learning.

Chapter Focus

Chapter 1

Timing

30–45 minutes

Facilitator Preparation

- Read Chapter 1 in advance.
- Select a quote or excerpt to anchor the session.

Facilitator Choice:

Author's Suggestion: *"It's time to focus on the uniqueness of each learner." (p. 7)*

- Choose one guiding question for discussion.

Facilitator Choice:

Author's Suggestion: *What are some immediate challenges you see with getting to know each learner, and how could you solve for those ahead of time?*

- Prepare materials:
 - Chart paper or shared digital space (e.g., Jamboard, Padlet, Teams channel).
 - Copies or digital access to the **Learner Uniqueness Notes** reproducible from Solution Tree.
 - Optional: Share the learner story of Tristen from the book.

Session Flow

1. Welcome and Quote Reflection (5–7 minutes)

Facilitator Script

Let's start today by thinking about this idea:

"It's time to focus on the uniqueness of each learner." (p. 7)

Take a moment to reflect on how this quote connects to your experience.

Quick Check-In Prompts (choose one):

- *Why do you think "it's time" to start individualizing for learners?*
- *How do you feel about deepening your knowledge about each student in your classroom to help them be more successful?*

Facilitation Tip

Use a Think–Pair–Share or a digital sticky note board to encourage everyone to contribute. Make sure every participant has an opportunity to share with a partner or in a small group.

2. Engage with the Text (7–10 minutes)

Facilitator Script

Let's take a few minutes to reflect on Chapter 1. This chapter emphasized the importance of gathering student information early and meaningfully.

Student-centered reflection options (choose one):

- *Think about one learner you know well. What made it easier to get to know them?*
- *How do you currently gather information about student strengths, interests, and preferences? What might be missing?*

Facilitation Tip

If working virtually, use breakout rooms and assign a note-taker. If in person, designate a scribe to jot down key takeaways on chart paper.

3. Collaborative Discussion (10–15 minutes)

Discussion Prompt

What are some immediate challenges you see with getting to know each learner, and how could you solve for those ahead of time?

Facilitation Tips

- Model vulnerability by sharing a challenge you've faced.
- Consider using small group breakouts with a 2-minute timer per person to ensure everyone gets a chance to share.
- Ask someone in each group to report out one creative solution or strategy.

Encourage participants to build a shared bank of ideas. You can:

- Use chart paper with three columns:

Challenge | Possible Solution | Resources Needed

- Or use a collaborative digital doc that can grow over time.

4. Try It Tomorrow (5 minutes)

Facilitator Script

Let's close today with a practical next step you can try tomorrow. This action invites you to deepen your understanding of one learner and reflect on how their unique profile can guide your instructional decisions.

Here is your: **Next-Day Action**

Complete a file review on one learner and note how their profile might influence instructional decisions. Document your findings on the Learner Uniqueness Notes from Chapter 1. Go to [Solution Tree](#) to download this free reproducible.

Alternative option: Conduct a brief student interview using the guiding questions in Chapter 1. Use what you learn to make a small instructional shift, such as adjusting materials or grouping.

Facilitation Tip

Let participants choose the option that feels most doable, and encourage them to come back to share what they learned in the next session.

5. Wrap-Up & Preview (3–5 minutes)

Facilitator Script

Today's session reminded us how valuable it is to know our learners, not just academically, but personally. The more we understand how students experience learning, the better we can support them.

In our next session, we'll build on this foundation and explore how to use this learner information to plan instruction that is responsive, equitable, and personalized.

Thanks for your time and insights today!

Session Three: Using Learner Information to Plan Instruction

Purpose

To explore how information about learner strengths, interests, and preferences can guide meaningful instructional planning.

Chapter Focus

Chapter 2

Timing

30–45 minutes

Facilitator Preparation

- Read Chapter 2 in advance.
- Select a quote or excerpt to anchor the session.

Facilitator Choice:

Author's Suggestion: "Data really aren't much good unless they're analyzed for patterns and outliers. From there, the results of that analysis must be used to help students learn or help educators improve." (p. 47)

- Choose one guiding question for discussion.

Facilitator's Choice:

Author's Suggestion: How do you intentionally use what you know about students when planning instruction?

- Prepare materials:
 - Chart paper or a shared digital space for capturing group ideas.
 - Copies or digital access to the **Relative Strengths and Challenges Chart** from Chapter 2 (available for free at [Solution Tree](#)).
 - Optional: Share the learner story of Tia from the book to ground the discussion.

Session Flow

1. Welcome and Quote Reflection (5–7 minutes)

Facilitator Script

Let's begin by reflecting on this excerpt from Chapter 2:

"Data really aren't much good unless they're analyzed for patterns and outliers. From there, the results of that analysis must be used to help students learn or help educators improve." (p. 47)

Quick Check-In Prompts (choose one):

- *What does this quote bring up for you about how we use data?*
- *What's the difference between collecting learner info and actually applying it in practice?*

Facilitation Tip

Use Think–Pair–Share or a collaborative space like a Padlet or Google Jamboard. Invite each participant to share at least one idea with a partner or in writing to ensure all voices are heard.

2. Engage with the Text (7–10 minutes)

Facilitator Script

Chapter 2 challenges us to not only gather data about learners but to do something with it. Let's reflect on how we're currently applying learner information in our planning.

Reflection Options (choose one):

- *Think of a recent lesson. How did student interests, preferences, or strengths shape how you planned it?*
- *When planning, what kinds of learner data are most useful to you? Why?*

Facilitation Tip

In person: use table groups or shoulder partners to share ideas.

Online: use breakout rooms and a shared doc for recording insights. Rotate roles if time allows: speaker, listener, notetaker.

3. Collaborative Discussion (10–15 minutes)

Discussion Prompt

How do you intentionally use what you know about students when planning instruction?

Facilitation Tips

- Pose the guiding question, then invite small group or triad discussion.
- Ask participants to name specific tools or strategies they use, or want to try, that help incorporate learner info into planning.
- Use a chart or doc with three columns:

Learner Information | Instructional Use | Planning Strategy or Tool

Optional: Share the learner story about **Tia** as a prompt and ask: How would you plan for Tia based on her profile?

4. Try It Tomorrow (5 minutes)

Facilitator Script

To wrap up, let's look ahead to a small action step you can take based on what you've learned so far. This next-day task builds on your file review from Session Two and helps you start connecting learner data to your planning decisions.

Here is your: **Next-Day Action**

Use what you learned from your file review in Session Two to complete the **Relative Strengths and Challenges Chart** from Chapter 2. Use this tool to identify how one student's strengths and challenges might shape your instructional decisions.

(available for free at [Solution Tree](#))

Alternative Option

Revisit a student's data and write an instructional plan for one content area that reflects their learning profile.

Facilitation Tip

Allow participants to choose the method that feels most practical and sustainable. Invite them to share their experiences or insights at the start of Session Four.

5. Wrap-Up & Preview (3–5 minutes)

Facilitator Script

Today's session helped us move from gathering student data to actually using it to personalize instruction. That shift, from knowing to doing, is at the heart of individualization.

Next time, we'll explore how to plan instruction with student variability in mind using a practical frameworks.

Thanks again for your thoughtful engagement and insights today.

Facilitation Tip

Invite a quick close: Ask participants to write down one insight or strategy they want to carry forward. Collect these digitally or post on a physical or virtual "Strategy Wall" for the group to revisit.

Session Four: Planning for the Unique Learner

Purpose

To explore effective methods for use in planning instruction that supports individual learners.

Chapter Focus

Chapter 3

Timing

30–45 minutes

Facilitator Preparation

- Read Chapter 3.
- Choose one quote or excerpt to highlight.

Facilitator Choice:

Author's Choice: “Teachers who effectively use student data to inform instructional decisions are... patient, systematic, and persistent in their search for ‘what works’ for individual students.” (CEC, 2020, p. 1)

- Identify one key question to guide discussion.

Facilitator Choice:

Author's Choice: How can we use a learner's strengths to plan instruction that both supports their needs and aligns to standards?

- Prepare one next-day action participants can try.
 - Use any tool or strategy from Chapter 3 and notice the impact so you can share it at the next meeting. Download a free reproducible from [Solution Tree](#).
- Optional: Bring a brief story or example to help anchor the session. You can also read the Unique Learner Profile about Ren.

Session Flow

1. Welcome & Purpose (2–3 minutes)

Facilitator Script

Welcome to Session Four. Today we'll focus on how to plan for individual learners using practical tools and strategies. The goal is to explore ways to make instruction more responsive by tapping into learner strengths while addressing needs and meeting standards.

2. Engage with the Text (7–10 minutes)

Facilitator Script

Let's start with this quote from the Council for Exceptional Children (2020):

"Teachers who effectively use student data to inform instructional decisions are... patient, systematic, and persistent in their search for 'what works' for individual students."

Take a moment to reflect on this quote.

Prompt: *What stands out to you? Why?*

3. Discuss (10–15 minutes)

Facilitator Script

Now let's discuss how this idea connects to your own planning practices.

Key Question: *How can we use a learner's strengths to plan instruction that both supports their needs and aligns to standards?*

Optional Multi-Modal Engagement: *Use a shared Jamboard or digital doc with three columns: Strengths, Instructional Ideas, and Standards. In small groups, add ideas for how to build instruction that integrates all three.*

4. Next-Day Action (5 minutes)

Facilitator Script

Before our next session, try one tool or strategy from Chapter 3 in your own classroom or setting.

Download any reproducible from [Solution Tree](#) if helpful.

Observe the impact, whether big or small, write it down, and come prepared to share what you noticed. We can't wait to hear about it.

5. Wrap-Up & Transition (2–3 minutes)

Facilitator Script

Planning for individual learners is a cycle of listening, adjusting, and responding. Even small tweaks can create big shifts for students.

Next time, we'll focus on moving from planning to purposeful action—how to implement individualized supports with intention, clarity, and consistency to truly make a difference for learners.

Thanks for showing up today. See you next time!

Session Five: Implementing Individualization with Intention and Fidelity

Purpose

To explore how to move from planning to action by implementing individualized supports that are aligned to student needs and delivered with purpose, clarity, and consistency.

Chapter Focus

Chapter 4

Timing

30–45 minutes

Facilitator Preparation

- Read Chapter 4 of *Honoring Each Learner*.
- Choose one quote or excerpt to highlight.

Facilitator Choice:

Author's Suggestion: "Special education teams, teachers, staff members, and related service providers intentionally design and implement individualization using everything they know about the learner. The more information they have, the further they can individualize for the learner." (p. 107)

- Identify one key discussion question.

Facilitator Choice:

Author's Suggestion: How can we use AI or technology to individualize for learners?

- Prepare one next-day action participants can try.
 - Choose one evidence-based practice from Chapter 4 or download a new tool at [Solution Tree](#) and try it out. Watch how students respond, both in what they do and what they say.
- Optional: Bring a brief story or example to help anchor the session. You can also read the Unique Learner Profile about **Diego** to support reflection and discussion.

Session Flow

1. Welcome and Reconnect (3–5 minutes)

Facilitator Script

Welcome back! Let's take a moment to hear from anyone who tried out the last next-day action. What did you notice? What worked—or didn't work—as you started putting these ideas into practice?

Facilitation Tip

Use a round-robin or whip-around format to ensure each participant has a chance to share and hear from others.

2. Engage with the Text (7–10 minutes)

Facilitator Script

Let's take a look at this quote. As you read or hear it, think about what it brings up for you. What part resonates? What connections can you make to your current role or students?

- *Read or display the selected quote or excerpt.*
 - *"Special education teams, teachers, staff members, and related service providers intentionally design and implement individualization using everything they know about the learner. The more information they have, the further they can individualize for the learner." (p. 107)*
- *Invite reactions or interpretations.*
- *Use this prompt: What stood out to you in this quote? What does it make you think about in your own practice?*

Facilitation Tip

Consider using Think–Pair–Share or breakout rooms in virtual settings to support full participation. Ask everyone to share at least once.

3. Collaborative Discussion (10–15 minutes)

Facilitator Script

Let's explore this question together. How are you using—or how would you like to use—technology or AI tools to support individualization? What has worked for you or sparked your interest?

Let's really dig deep here. Some of the ideas we come up with now could positively impact some of our learners as soon as tomorrow.

- *Display or read the key discussion question: How can we use AI or technology to individualize for learners?*
- *Encourage participants to share strategies they've used or want to try.*

Facilitation Tip

Use a collaborative whiteboard, shared document, or chart paper to capture tech-based strategies that emerge from the group. Invite participants to categorize them by accessibility, content area, or age group.

4. Next-Day Action (5 minutes)

Facilitator Script

Before we wrap up, let's look at a small, actionable step you can take before our next session. Choose one evidence-based practice from Chapter 4 or download a new tool at [Solution Tree](#) and try it out. Watch how students respond, both in what they do and what they say. Your reflection on that impact will help guide our next discussion.

Encourage participants to document their reflections for discussion in the next session.

5. Wrap-Up and Preview (3–5 minutes)

Facilitator Script

Let's close today by sharing one insight or intention you're taking with you. It can be something you learned, a strategy you want to try, or even a new question you're sitting with. Looking ahead, our next session will focus on how we monitor and adjust our plans so they stay responsive to learners as they grow and change.

Optional Multi-Modal Engagement Opportunity

Invite participants to record a short voice memo or video clip of themselves describing how they used a strategy from Chapter 4. Share these clips in a private Teams or Slack channel or a shared Google Folder to build a library of real-world practice examples.

Session Six: Monitoring and Adjusting

Purpose

To explore how educators and teams use data, reflection, and learner input to continuously monitor progress and make meaningful adjustments to individualized learning plans.

Chapter Focus

Chapter 5

Timing

30–45 minutes

Facilitator Preparation

- Read Chapter 5.
- Choose one quote or excerpt to highlight.

Facilitator's Choice:

Author's Suggestion: *"The ILP outlined in this book is meant to be used as a running document—a plan that is in process and responsive to the changing long- and short-term goals and needs of the unique learner." (p. 154)*

- Identify one key question to guide discussion.

Facilitator Choice:

Author's Suggestion: *Where in your practice do you already monitor and adjust learning with intentionality? How can you better monitor and adjust for individual student needs in your daily practice?*

- Prepare one next-day action participants can try.

Facilitator Choice:

Author's Suggestion: Set your learners up to monitor their own progress in one academic area. Check out the Progress-Monitoring Worksheet Data Collection at the end of Chapter 5. Download it at [Solution Tree](#).

- *Optional: Bring a brief story or example to help anchor the session. You can also read the Unique Learner Profile about Nikita.*

Session Flow

1. Welcome & Reconnect (3–5 minutes)

Facilitator Script

Welcome back, everyone! Who would like to share what you tried from last session's action step—implementing a strategy with intention and reflecting on the outcome?

What did you notice about the impact of the strategy you used?

Facilitation Tip

Be sure each participant gets to share or reflect. Use partner chats, breakout groups, or a quick go-around to ensure all voices are heard.

2. Engage with the Text (7–10 minutes)

Facilitator Script

Let's start with this quote...

Read or display the selected quote or excerpt. "The ILP outlined in this book is meant to be used as a running document—a plan that is in process and responsive to the changing long- and short-term goals and needs of the unique learner." (p. 154)

Invite participants to share reactions:

Prompts

- *"What stands out to you?"*
- *"How does this align with your current practice?"*

Facilitation Tip

Use a turn-and-talk or small group share to ensure every participant gets to verbalize and hear new ideas.

3. Collaborative Discussion (10–15 minutes)

Facilitator Script

Let's explore our guiding questions:

Where in your practice do you already monitor and adjust learning with intentionality? How can you better monitor and adjust for individual student needs in your daily practice?

Encourage practical examples and real scenarios. If helpful, share a story from your own practice or read from the Unique Learner Profile about Nikita.

Facilitation Tip

Use a protocol such as a round-robin format to ensure equitable participation.

4. Next-Day Action (5–7 minutes)

Facilitator Script

Today's try-it idea: Set your learners up to monitor their own progress in one academic area. Check out the Progress-Monitoring Worksheet Data Collection at the end of Chapter 5. Download it at [Solution Tree](#).

This can be as simple as a self-check, progress tracker, or reflection journal.

What might this look like in your setting?

Facilitation Tip

Prompt participants to write it down and consider the “why” behind it. How does learner involvement deepen individualization?

5. Wrap-Up & Reflection (3–5 minutes)

Facilitator Script

It's time to reflect:

- *What's one insight you're walking away with today?*
- *What's one small shift you can make to support students in monitoring and adjusting their own learning?*

Thank everyone for engaging. Today's conversation reminded us that individualized plans aren't finished once they're written. They're alive. They should grow and change along with the learner. Whether we're adjusting goals, supports, or instructional strategies, the process of monitoring and responding is what brings an ILP to life.

Next time, we'll come together for a Celebration & Reflection session. It's our chance to look back at how we've grown, share what's made a difference, and consider what's next—for ourselves, our teams, and our learners. You'll have time to reflect, celebrate your wins, and identify a few steps forward.

Thanks for all the thoughtfulness and intention you continue to bring to this work. See you then!

Encourage participants to note any questions, ideas, or successes they want to share during the upcoming Celebration & Reflection.

Celebration & Reflection: Looking Back and Moving Forward

Purpose

To reflect on personal and collective growth throughout the book study, celebrate successes, share impact stories, and identify next steps for continuing individualized learning practices.

Timing

30 minutes

Facilitator Preparation

- *Optional: Prepare chart paper or digital space for capturing reflections and next steps.*
- *Optional: Provide refreshments. Decorate the meeting space a bit. Make it fun and truly a celebration.*
- *Send this invitation email to the book study participants (adjusting as needed):*

Dear Book Study Participant,

You are invited! We will celebrate and reflect on the growth we've made toward Honoring Each Learner. Please attend!

When:

Where:

*Before the meeting, please complete the [Post-Inventory](#) and make a copy of your answers (printed or digital). Also, please bring your **Pre-Inventory** from Session Zero (printed or digital).*

Looking forward to seeing you.

Your Facilitator

Session Flow

1. Welcome & Re-orientation (3–5 minutes)

Facilitator Script

Welcome to our final session of the Honoring Each Learner book study. Over the past weeks, we've explored what it means to truly individualize learning based on student strengths, interests, and preferences. This study isn't about doing more. It's about doing things differently, intentionally, and sustainably.

Today, we'll take some time to reflect on how far we've come, celebrate the impact this work has had in our classrooms and schools, and consider how we'll keep this momentum moving forward.

2. Post-Inventory Reflection (5–7 minutes)

Facilitator Script

To begin, let's take a few minutes to reflect on the post-inventory you completed before today's session. Please refer to your answers alongside your pre-inventory from Session Zero. Notice any shifts in your thinking, confidence, or practice related to individualized learning.

Pause to allow reflection silently or invite jotting notes.

3. Sharing Growth & Impact (5–7 minutes)

Facilitator Script

Let's share some of our reflections. Consider these prompts to guide your sharing:

- *What is one mindset or practice that has shifted for you through this book study?*
- *Can you share a success story or impact you've seen with a learner or within your practice?*
- *What challenges have you faced, and how have you worked through them or plan to?*
- *What supports would help you continue this work effectively?*

Invite each participant to share aloud. If time is a concern, use a think, pair, share so each participant gets to share their reflections with someone.

4. Identify Next Steps (3–5 minutes)

Facilitator Script

As we close this book study, let's look ahead. What is one concrete next step you will take to continue honoring learners in your classroom or role? This could be a new practice, mindset, collaboration, or resource you want to explore.

Invite a few participants to share next steps. Capture everyone's ideas on chart paper or a shared digital document if possible.

5. Closing (1–2 minutes)

Facilitator Script

Thank you all for your commitment, honesty, and growth throughout this journey. Remember, individualization is not a one-time task—it's a continuous process that evolves alongside our learners and their needs. I look forward to hearing how you continue to grow and succeed with your students.

Post-Book Study Digital Follow-Up Community Plan

Purpose

To sustain momentum from the book study, provide ongoing peer support, share successes and challenges, and continue collaborative learning around individualized learning practices.

Platform Setup

- Create a dedicated channel or team named: **“The Honoring Each Learner Community”**
- Organize the space with threads or topic-specific channels, such as:
 - **#introductions** — For participants to reintroduce themselves and share their current role and interests
 - **#honoring-each-learner** — For sharing wins, breakthroughs, and positive impact with learners
 - **#challenges-and-support** — For questions, problem-solving, and requesting feedback or resources
 - **#resources-and-tools** — For sharing articles, tools, and strategies related to individualized learning
 - **#next-steps-and-accountability** — For participants to post goals and progress updates

Community Norms and Kickoff Message

Welcome message example:

Welcome to the Honoring Each Learner Community! This space is here to keep us connected, learning, and supporting each other as we put individualized learning into practice. Feel free to share your successes, ask questions, post resources, or celebrate small wins. No question is too small, and every insight matters.

To get started, please introduce yourself in #introductions and share one action step you’re committing to this month based on the book study.

Ongoing Engagement Ideas

- **Monthly Reflection Prompts:** Post a short question or prompt once a month to spark reflection and discussion (e.g., “What’s one learner strength you’ve recently leveraged in your instruction?”)
- **Spotlight Shares:** Invite volunteers to share a 5-minute summary or example of something they’ve tried and learned in a scheduled post or meeting
- **Resource Roundup:** Periodically share curated articles, videos, or tools connected to individualized learning
- **Peer Support Buddies:** Facilitate optional buddy pairings or small groups for accountability check-ins and mutual encouragement

Facilitator Role

- Actively monitor discussions and respond to questions or reflections
- Encourage engagement by liking, commenting, or tagging participants to join conversations
- Share occasional encouragement and new resources to keep momentum
- Host optional live Q&A or reflection sessions quarterly

Social Media

Connect with Keely Keller, the author of *Honoring Each Learner*, or tag her when sharing insights, questions, and celebrations from the book study and your school or classroom.

- X: @KelleKeel96346
- Instagram: @keely19keller
- LinkedIn: [Keely Keller](#)
- keller_learning.com