

Personalized Learning Learning Progression

← Use this learning progression to self-assess your current knowledge and skills.

Competency Statement: Teachers will apply the principles of personalized learning in order transform the learning environment, instructional practices, and assessment methods, ultimately co-constructing the learning experience with learners.

These performance indicators define the core knowledge, skills, and dispositions required to build competency.

Performance Indicators

Teachers will develop an understanding of the core principles that define personalized learning.

Teachers will explore a range of instructional approaches¹ that align with the core principles that define personalized learning, optimizing the needs of individual learners within the context of their personalized learning model in full support of a learning cycle.

Teachers will explore a range of assessment approaches² that align with the core principles that define personalized learning, optimizing the needs of individual learners within the context of their personalized learning model in full support of a learning cycle.

Teachers will design and implement personalized learning cycles that integrate coherent instruction and assessment approaches.

Teachers will facilitate personalized learning environments within the context of their personalized learning model.

These performance levels describe a progression of increasing capacity along a continuum.

Performance Levels

INVESTING

- I can define personalized learning, calling attention to common misconceptions, and explain why it is important. I can use this definition to persuasively make the case for redesigning the traditional model of education.
- I can persuasively make the case for increasing students' ownership of and commitment to their learning.
- I can articulate the rationale for the development of learner skills (i.e. 21st century skills) required for lifelong learning that greatly impact the development of powerful learners

For a deeper dig into 21st century skills and dispositions, you'll want to explore Broader Definition of Success.

- I can identify instructional approaches that enable and accelerate personalized learning by providing flexibility and supports to ensure student mastery.
- I can explain the extent to which the instructional approaches I've identified support the core principles of personalized learning.
- I can accurately self-assess the extent to which I direct learning in my classroom vs. empower my students to take responsibility in the learning process.
- I can identify learner skills required for lifelong learning that greatly impact the development of powerful learners.

- I can identify assessment approaches that enable and accelerate personalized learning by providing flexibility and supports to ensure student mastery.
- I can explain the extent to which the assessment approaches I've identified support the core principles of personalized learning.

For a deeper dig into assessment practices, you'll want to explore Competency #1 in Assessment for Learning and Competency #2 in Assessment for Learning; Performance Assessment. We will be looking for evidence of LEADING in aligned demonstrations of learning.

- I can explain what a learner profile is and explain its role in a learning cycle.
- I can guide my learners to establish personal learning goals based on their learner profiles.
- I can design learning experiences that engage all learners in my classroom.

- I can identify various implementation models that focus on structural redesign and explain how they support personalized learning (e.g. creation of smaller learning communities, advisories, seminars, flexible learning environments, community outsourcing, etc.).
- I can articulate the extent to which the learning environment I currently create is customized to meet the unique profiles of my learners, including their individual strengths, skills, needs, and interests. of my learners.
- I can identify how access to resources, design of the physical space, and classroom routines/practices can promote and/or inhibit opportunities in support of personalized learning.

DEVELOPING

- I can identify and describe strong examples of personalized learning in practice.
- I can identify the tools, materials, resources, and supports needed to implement personalized learning approaches.

- I can identify strategies to develop learner skills required for lifelong learning that greatly impact the development of powerful learners.

- I can articulate the extent to which my current assessment approaches allow for customized design to meet the unique profiles of my learners including their individual strengths, skills, needs, and interests; based on my self-assessment and feedback from my learners, I can set goals in order to identify shifts in my practice as well as practices I need to abandon in order to align more strongly to a personalized learning approach.

- I can confer with my learners on their learning goals, coaching them on how best to access information, engage with content, and express what they know and understand.
- I can confer with my learners on choosing appropriate tools, strategies, and settings in support of their learning goals.

- I can foster a culture in which learners take ownership of their learning goals in both independent and group settings.
- I can foster a culture in which learners' interests and passions are visible.
- I can foster a culture in which learners feel valued, motivated, and in control of their learning.

¹ e.g. differentiated learning, learning pathways, personal learning plans, extended investigation, authentic learning, blended learning, problem-based learning, community-based learning, project-based learning, deeper learning, online learning, student goal setting, curiosity-driven learning, etc.

² e.g. frequent feedback from peers, real-time intervention, formative assessment, performance based assessment, defense of learning assessment, extended investigation assessment, etc.

Personalized Learning Progression

← Use this learning progression to self-assess your current knowledge and skills.

Competency Statement: Teachers will apply the principles of personalized learning in order transform the learning environment, instructional practices, and assessment methods, ultimately co-constructing the learning experience with learners.

These performance indicators define the core knowledge, skills, and dispositions required to build competency.

Performance Indicators

Teachers will develop an understanding of the core principles that define personalized learning.

Teachers will explore a range of instructional approaches that align with the core principles that define personalized learning, optimizing the needs of individual learners within the context of their personalized learning model in full support of a learning cycle.

Teachers will explore a range of assessment approaches that align with the core principles that define personalized learning, optimizing the needs of individual learners within the context of their personalized learning model in full support of a learning cycle.

Teachers will design and implement personalized learning cycles that integrate coherent instruction and assessment approaches.

Teachers will facilitate personalized learning environments within the context of their personalized learning model.

These performance levels describe a progression of increasing capacity along a continuum.

Performance Levels

DEVELOPING

I can explain the shifts in the roles of the student, the teacher, technology, assessment, demonstration of mastery, content, time, and learning environment in a personalized learning environment.

I can articulate the extent to which my current instructional approaches allow for customized design to meet the unique profiles of my learners including their individual strengths, skills, needs, and interests; based on my self-assessment and feedback from my learners, I can set goals in order to identify shifts in my practice as well as practices I need to abandon in order to align more strongly to a personalized learning approach.

I can skillfully employ a range of instructional strategies that maximize the benefits of personalized learning, ensuring that the approach taken addresses the gap between the individual student, their learning, and the support they need to succeed in a way that makes sense to his/her interests, ensuring that the approach taken demands a demonstration of mastery of intended student learning.

I can co-construct instructional plans with my learners in which we identify how my individual learners learn, what they know, and what their skills and interests are in order to leverage their whole selves in the learning process, assuring productive struggle, and ultimately optimizing learning and learning forward through the learning cycle.

For a deeper dig into designing deeper learning experiences, you'll want to explore Deeper Learning.

I can skillfully employ a range of assessment strategies that maximize the benefits of personalized learning, ensuring that the approach taken addresses the gap between the individual student, their learning, and the support they need to succeed in a way that makes sense to his/her interests, ensuring that the approach taken demands a demonstration of mastery of intended student learning.

I can co-construct assessment plans with my learners in which we identify how my individual learners learn, what they know, and what their skills and interests are in order to leverage their whole selves in the learning process, assuring productive struggle, and ultimately optimizing learning and learning forward through the learning cycle.

I can demonstrate that I know who my learners are and how they learn best
-how they prefer/need to access and process information
-how they like to engage with content
-how they prefer to express what they know and understand

I can effectively demonstrate how my role in the learning process impacts the culture and learning environment and changes dynamics between myself and my learners, as I explore new roles (e.g. as mentor, facilitator, learning coach).

My learners can co-design flexible learning spaces and articulate how their understanding of and engagement in this process has empowered them to successfully navigate the next stages in their journey.

Competency Statement: Teachers will apply the principles of personalized learning in order transform the learning environment, instructional practices, and assessment methods, ultimately co-constructing the learning experience with learners.

These performance indicators define the core knowledge, skills, and dispositions required to build competency.

Performance Indicators

These performance levels describe a progression of increasing capacity along a continuum.

Performance Levels

LEADING

INNOVATING

Teachers will develop an understanding of the core principles that define personalized learning.

Teachers will explore a range of instructional approaches that align with the core principles that define personalized learning, optimizing the needs of individual learners within the context of their personalized learning model in full support of a learning cycle.

Teachers will explore a range of assessment approaches that align with the core principles that define personalized learning, optimizing the needs of individual learners within the context of their personalized learning model in full support of a learning cycle.

Teachers will design and implement personalized learning cycles that integrate coherent instruction and assessment approaches.

Teachers will facilitate personalized learning environments within the context of their personalized learning model.

- I can articulate the extent to which my current paradigm allows for customized design to meet the unique profiles of my learners including their individual strengths, skills, needs, and interests; based on my self-assessment and feedback from my learners, I can set goals in order to identify shifts in my practice as well as practices I need to abandon in order to align more strongly to a personalized learning approach.

- I can articulate how the shifts in the roles of student, teacher, technology, assessment, demonstration of mastery, content, time, and learning environment in a personalized learning model lead to intended student learning and explain the importance of these things in empowering learners to successfully navigate the next stages in their journey.

- I regularly take a role in my classroom such that learners are empowered, self-directed, and routinely the designers of their learning; I can articulate new skills and practices I employ to foster students' learning without overdependence on my instruction and supervision.

- I regularly take a role in my classroom such that learners are empowered, self-directed, and routinely the designers of their demonstrations of learning; I can articulate new skills and practices I employ to foster students' demonstrations of learning without overdependence on my direction and supervision.

For a deeper dig into assessment practices, you'll want to explore Competency #2 in Assessment for Learning (either Defense of Learning or Extended Investigation). We will be looking for evidence of LEADING in aligned demonstrations of learning.

- I can provide evidence of how my learners monitor and adjust their learner profiles over time as learning changes.
- I can provide evidence of how my learners monitor, adjust, and achieve their learning goals.

- I can demonstrate my understanding of the transformative power of personalized learning through shifts in how I create an environment that supports the core principles of personalized learning.

- I have developed a commitment to continuous self-reflection and solicitation of feedback from my learners and peers and can demonstrate evidence of that commitment over time; this commitment also reveals my engagement in a continuous cycle of improvement and iteration in the shifts I implement in facilitating a personalized learning environment.

- I can demonstrate my understanding of the transformative power of personalized learning through shifts in how I implement instruction and assessment approaches that support the core principles of personalized learning.
- I can provide evidence of student planning, prioritizing, and self-assessing their learning and learning strategies.
- I can communicate the significance of the transformation from traditional teaching and learning in my journey to personalized learning. I can explain this transformation to parents, teachers, and students.
- I have developed a commitment to continuous self-reflection and solicitation of feedback from my learners and peers and can demonstrate evidence of that commitment over time; this commitment also reveals my engagement in a continuous cycle of improvement and iteration in the shifts I implement in instructional and assessment approaches.
- My learners can articulate how their understanding of and engagement in co-designing instructional and assessment plans has empowered them to successfully navigate the next stages in their journey; I can provide evidence of my students' solicitation and utilization of progress and performance feedback.

- I can share my understanding of and experience with personalized learning by showcasing positive examples from my work that provide evidence for improved student outcomes; I can use those examples to support other educators, the community, and the field at large.
- I can demonstrate an understanding of how my individual engagement in the process of integrating learner personalization into instruction and assessment is an integral part of a larger systems-level body of movement that's necessary to build collective movement/capacity in my community.