

# A WORKING DEFINITION OF PERSONALIZED LEARNING

Personalized learning seeks to accelerate student learning by tailoring the instructional environment—what, when, how and where students learn—to address the individual needs, skills and interests of each student. Students can take ownership of their own learning, while also developing deep, personal connections with each other, their teachers and other adults.

## GETTING STARTED

This is a working definition of personalized learning that is intended as a tool to help educators design student-centered instructional models. These attributes and tactics were developed from the practices of a number of leading schools. They are grouped together to offer a comprehensive view of the possible. No one school fully employs each of these today. Start where you want and progress from there.






## LEARNER PROFILES

*Each student has an up-to-date record of his/her individual strengths, needs, motivations and goals.*

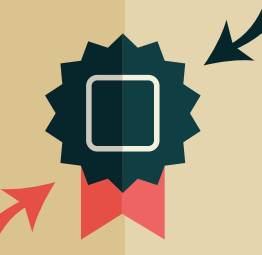
<b>STRENGTHS &amp; NEEDS</b>	How might we capture each student's current level of mastery within each of the dimensions that we believe are essential for his/her success (e.g. academic standards, skills)? In what ways might we highlight a student's gaps to draw attention to their individual needs?
<b>MOTIVATIONS</b>	How might we support each student in understanding and articulating his/her interests and aspirations?
<b>GOALS</b>	How might we support each student in setting personalized goals within each dimension that we believe is essential for his/her success? In what ways and how frequently might we ask students to reflect on their progress and adjust their goals accordingly?
<b>INFORMATION &amp; FEEDBACK</b>	In what ways and how frequently might we provide timely, actionable information and feedback to each student? How might we also provide that information to their teachers and families?



## COMPETENCY BASED PROGRESSION

*Each student's progress toward clearly-defined goals is continually assessed. A student advances and earns credit as soon as he/she demonstrates mastery.*

<b>ONGOING ASSESSMENT</b>	In what ways and how frequently might we assess each student's level of mastery within the dimensions that we believe are essential for his/her success?
<b>INDIVIDUAL ADVANCEMENT</b>	How might we enable an individual student to pursue new learning experiences as soon as he/she has mastered the prerequisite content? How might students attain course credit based on mastery?



## PERSONAL LEARNING PATHS

*All students are held to clear, high expectations, but each student follows a customized path that responds and adapts based on his/her individual learning progress, motivations and goals.*

<b>PERSONALIZED LEARNING PLANS</b>	How might we ensure that each student has a learning plan that takes into account his/her strengths, needs, motivations and goals? How might a student's plan respond and adapt to his/her changing needs?
<b>VARIED LEARNING EXPERIENCES (MODALITIES)</b>	What types of experiences (e.g. complex tasks, experiential learning) might our students need to achieve their goals? What are the ideal modalities (e.g. small group instruction, one-on-one tutoring, online learning) to deliver these experiences?
<b>STUDENT OWNERSHIP</b>	In what ways might we enable students to develop and manage their own learning path?




## FLEXIBLE LEARNING ENVIRONMENTS

*Student needs drive the design of the learning environment. All operational elements—staffing plans, space utilization and time allocation—respond and adapt to support students in achieving their goals.*

<b>OPERATIONAL ALIGNMENT</b>	How might we deliver all of the learning experiences that our students need, with the resources we have available? How might we build flexibility into our design to enable us to respond and adapt to changing student needs?
<b>STAFFING &amp; ROLES</b>	In what ways might we structure teacher and other educator roles to support our instructional vision? How might we build flexibility into these roles to enable our staff to respond and adapt to changing student needs?
<b>SPACE UTILIZATION</b>	How might we design our physical space to support our instructional vision? Might we use spaces beyond our walls, and if so, how?
<b>TIME ALLOCATION</b>	In what ways might we maximize the time each student spends pursuing his/her goals? How might our student and staff schedules respond and adapt to changing student needs?
<b>GROUPING &amp; CONNECTIONS</b>	How might we group students to enable the varied learning experiences we hope to offer? How might the way we group students respond and adapt to their changing needs? In what ways might we facilitate personal connections between students, and between students and adults?

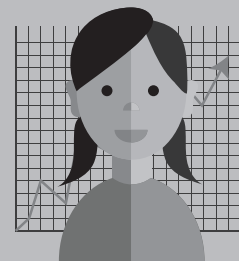


# A WORKING DEFINITION OF PERSONALIZED LEARNING

Personalized learning seeks to accelerate student learning by tailoring the instructional environment—what, when, how and where students learn—to address the individual needs, skills and interests of each student. Students can take ownership of their own learning, while also developing deep, personal connections with each other, their teachers and other adults.

## GETTING STARTED

This is a working definition of personalized learning that is intended as a tool to help educators design student-centered instructional models. These attributes and tactics were developed from the practices of a number of leading schools. They are grouped together to offer a comprehensive view of the possible. No one school fully employs each of these today. Start where you want and progress from there.



## LEARNER PROFILES

*Each student has an up-to-date record of his/her individual strengths, needs, motivations and goals.*



### STRENGTHS & NEEDS

How might we capture each student's current level of mastery within each of the dimensions that we believe are essential for his/her success (e.g. academic standards, skills)? In what ways might we highlight a student's gaps to draw attention to their individual needs?

### MOTIVATIONS

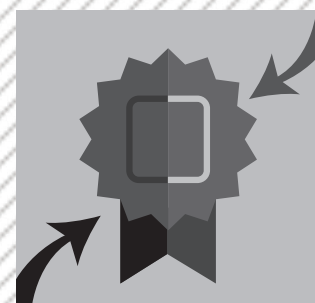
How might we support each student in understanding and articulating his/her interests and aspirations?

### GOALS

How might we support each student in setting personalized goals within each dimension that we believe is essential for his/her success? In what ways and how frequently might we ask students to reflect on their progress and adjust their goals accordingly?

### INFORMATION & FEEDBACK

In what ways and how frequently might we provide timely, actionable information and feedback to each student? How might we also provide that information to their teachers and families?



## PERSONAL LEARNING PATHS

*All students are held to clear, high expectations, but each student follows a customized path that responds and adapts based on his/her individual learning progress, motivations and goals.*



### PERSONALIZED LEARNING PLANS

How might we ensure that each student has a learning plan that takes into account his/her strengths, needs, motivations and goals? How might a student's plan respond and adapt to his/her changing needs?

### VARIED LEARNING EXPERIENCES (MODALITIES)

What types of experiences (e.g. complex tasks, experiential learning) might our students need to achieve their goals? What are the ideal modalities (e.g. small group instruction, one-on-one tutoring, online learning) to deliver these experiences?

### STUDENT OWNERSHIP

In what ways might we enable students to develop and manage their own learning path?



## COMPETENCY BASED PROGRESSION

*Each student's progress toward clearly-defined goals is continually assessed. A student advances and earns credit as soon as he/she demonstrates mastery.*



### ONGOING ASSESSMENT

In what ways and how frequently might we assess each student's level of mastery within the dimensions that we believe are essential for his/her success?

### INDIVIDUAL ADVANCEMENT

How might we enable an individual student to pursue new learning experiences as soon as he/she has mastered the prerequisite content? How might students attain course credit based on mastery?



## FLEXIBLE LEARNING ENVIRONMENTS

*Student needs drive the design of the learning environment. All operational elements—staffing plans, space utilization and time allocation—respond and adapt to support students in achieving their goals.*



### OPERATIONAL ALIGNMENT

How might we deliver all of the learning experiences that our students need, with the resources we have available? How might we build flexibility into our design to enable us to respond and adapt to changing student needs?

### STAFFING & ROLES

In what ways might we structure teacher and other educator roles to support our instructional vision? How might we build flexibility into these roles to enable our staff to respond and adapt to changing student needs?

### SPACE UTILIZATION

How might we design our physical space to support our instructional vision? Might we use spaces beyond our walls, and if so, how?

### TIME ALLOCATION

In what ways might we maximize the time each student spends pursuing his/her goals? How might our student and staff schedules respond and adapt to changing student needs?

### GROUPING & CONNECTIONS

How might we group students to enable the varied learning experiences we hope to offer? How might the way we group students respond and adapt to their changing needs? In what ways might we facilitate personal connections between students, and between students and adults?