



PERSONALIZED LEARNING “LOOK FORs”

PURPOSE: This document was created to build understanding and goals as the district continues to move toward the vision of “personalized learning for all”. This is not an evaluative document but rather one that recognizes the many small moves required to provide a personalized learning experience for all students

KM PL Team Revision, March 2018

LEARNER-DRIVEN	LEARNER-CENTERED	TEACHER-DRIVEN	CURRICULUM-CENTERED
<p>LEARNER DISPOSITION</p> <p>All learners follow a customized path that considers skills and habits that impact all areas of life. The dispositions in each area are what will be DEVELOPED in the learner. They are not prerequisites to work within that strand.</p>			
<ul style="list-style-type: none"> ➤ Learner commitment is to reflect on purpose of learning and to pursue mastery with growth focus <i>(Hattie- Mastery- .58)</i> ➤ Learner monitors own progress and collaborates with others to build ownership of learning, generate success criteria and create next steps based on reflection and feedback from sources inside and outside the classroom <i>(Hattie - Self-reported- 1.44)</i> ➤ Learner tracks own growth and evidence of growing in Habits of Mind and meeting the Profile of a Kettle Moraine Graduate <i>(Hattie - Self-monitoring- .45)</i> ➤ Learner mindset is that they are their own best teachers and seeks connections based on own intrinsic needs <i>(Hattie -Self-instruction- .62)</i> 	<ul style="list-style-type: none"> ➤ Learner commitment is towards competency with continuous progress <i>(Hattie- Mastery- .58)</i> ➤ Learner is monitoring their own progress, seeks feedback from teacher or others in classroom, and acts on it. <i>(Hattie - Feedback -.75)</i> ➤ Learner tracks growth with teacher to co-create goals aligned to Habits of Mind and the Profile of a Kettle Moraine Graduate. <i>(Hattie - Self-monitoring- .45)</i> ➤ Learner mindset is centered around a partnership between student and teacher to meet learning needs <i>(Hattie - Teacher student relationships- .72)</i> 	<ul style="list-style-type: none"> ➤ Learner commitment is toward earning desired grade ➤ Learner seeks feedback and may not act on it ➤ Learner responds to teacher direction and intermittently demonstrates Habits of Mind and works towards behaviors/goals of the Profile of a Kettle Moraine Graduate ➤ Learner mindset is to complete teacher-designated learning to meet goals outlined 	<ul style="list-style-type: none"> ➤ Learner commitment is to following directions when given ➤ Learner doesn't actively seek feedback, rather feedback is given through teacher or resource ➤ Learner is directed to Habits of Mind/Profile of a Kettle Moraine Graduate, though does not yet see the connection to goals and goal setting ➤ Learner mindset is to be encouraged to learn by teacher and comply with teacher-inspired products and directions

Hattie, J., *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement* (2009)

- *Learning Without Boundaries* -



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<p>PATH</p> <p>All learners are held to clear, high expectations, but each student follows a customized path that adapts based on learning progress, motivations and goals.</p>			
<ul style="list-style-type: none"> ➤ Learner creates a personal plan and finds resources to support plan (Hattie- Goal setting /planning- .49) ➤ Learner is able to revise profile as growth occurs ➤ Learner creates collaborative groups based on needs/interest (Hattie- Self-Efficacy - .92) ➤ Learner creates connections to goal ➤ Learner seeks out experts/resources to meet learning goals (Hattie- Help seeking- .60) 	<ul style="list-style-type: none"> ➤ Learner and teacher co-create plan and find resources to support plan (Hattie- Organizing /Transforming - .85) ➤ Learner and teacher co-create a profile (Hattie- Matching style of learning - .41) ➤ Teacher creates collaborative groups that frequently change and based on skills needed or interest. ➤ Explains the “why” of the learning ➤ Direct instruction is used sparingly (5-7 minutes) and is in small group. Large group instruction is used for sharing or providing directions (Hattie- Small group learning- .45) 	<ul style="list-style-type: none"> ➤ Teacher creates plans differentiated based on levels or interest and provides resources to support plan ➤ Learning inventories are used ➤ Teacher creates collaborative groups based on need and few assessments ➤ Teacher reports what the intended learning target is ➤ Large group instruction is typical 	<ul style="list-style-type: none"> ➤ Plans are dictated by pre-packaged resources, scopes and sequences ➤ Learner is grouped by age/grade level/course title and that defines the learning ➤ Learner tells you what they are doing rather than what they are learning ➤ Large group, direct instruction is the majority of the time together

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PACE The speed of learning and production is learner driven based on need.			
<ul style="list-style-type: none"> ➤ Learner creates a plan to include a timeline for learning, production and deadlines <i>(Hattie- Goal setting/ planning - .49)</i> 	<ul style="list-style-type: none"> ➤ Learner and teacher co-create a plan to include a timeline for learning, production and deadlines. <i>(Hattie- Goal setting/ planning - .49)</i> 	<ul style="list-style-type: none"> ➤ Learner follows a plan to meet teacher created timeline for learning, production and deadlines 	<ul style="list-style-type: none"> ➤ Learner moves at the same pace as other learners to meet curricular deadlines as outlined by syllabus, pacing guide or resource
LEARNER-DRIVEN	LEARNER-CENTERED	TEACHER-DRIVEN	CURRICULUM-CENTERED
PLACE The physical environment for learners.			
<ul style="list-style-type: none"> ➤ Environment is designed by learner and changes as activities change <i>(Hattie - Environmental restructuring - .22)</i> ➤ Learner initiates opportunities outside of school and/or with expert and uses this learning as evidence for competencies 	<ul style="list-style-type: none"> ➤ Environment is manipulated by learner to meet needs. <i>(Hattie - Environmental restructuring - .22)</i> ➤ Learner responds to opportunities outside of school and makes connections with in school learning 	<ul style="list-style-type: none"> ➤ Environment includes flexible seating ➤ Learner participates in school-sponsored, co-curricular activities and makes connections within school learning 	<ul style="list-style-type: none"> ➤ Environment is set and controlled by teacher. Learner has an assigned spot ➤ Learning environment remains static no matter the learning goals ➤ Learner attends field trips or speakers organized by teacher

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CHOICE			
<ul style="list-style-type: none"> ➤ Learner creates a list of choices for self and other learners for how to learn <i>(Hattie - Self-Efficacy- .92)</i> ➤ Learner creates from a menu of options for presenting learning ➤ Learner can select their own collaborators for learning within or outside of school 	<ul style="list-style-type: none"> ➤ Learner co-create and select from a menu of options for how to learn ➤ Learner co-creates and selects from a menu of options for presenting learning ➤ Learner can select their own collaborators for learning within the school 	<ul style="list-style-type: none"> ➤ Learner select from a menu of options created by teacher for how to learn ➤ Learner select from a menu of options created by teacher for presenting learning ➤ Some activities allow for collaboration 	<ul style="list-style-type: none"> ➤ Learner can choose to complete learning and choice is tied to external consequences ➤ Learner is given a singular choice by teacher for presenting learning ➤ Collaboration is not present
VOICE			
<ul style="list-style-type: none"> ➤ Learner creates success criteria <i>(Hattie - Feedback - .73)</i> ➤ Individual learner interests and passions are the center of the learning ➤ Learner drives classroom culture and responsibilities 	<ul style="list-style-type: none"> ➤ Learner co-creates success criteria <i>(Hattie - Feedback - .73)</i> ➤ Learner co-creates topic/theme ➤ Learner co-creates the culture and responsibilities of classroom 	<ul style="list-style-type: none"> ➤ Teacher creates success criteria ➤ Teacher creates topic/theme ➤ Teacher obtains learner input concerning classroom culture 	<ul style="list-style-type: none"> ➤ Resource dictates success criteria ➤ Resource creates topic/theme ➤ Teacher makes decisions that affect classroom culture

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