



# PERSONALIZED LEARNING “LOOK FORs”

**PURPOSE:** This document was created by KM instructors 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 Creation, 2016

LEARNER-DRIVEN	LEARNER-CENTERED	TEACHER-DRIVEN	CURRICULUM-CENTERED
<b>PATH</b> All learners are held to clear, high expectations, but each student follows a customized path that adapts based on learning progress, motivations and goals.			
<ul style="list-style-type: none"> <li>➤ Learner creates a personal plan</li> <li>➤ Learner is able to revise profile as growth occurs</li> <li>➤ Learner creates collaborative groups based on needs/interest</li> <li>➤ Learner is able to find and use appropriate tools to meet goals</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learner and teacher co-create plan</li> <li>➤ Learner and teacher co-create a profile</li> <li>➤ Learner explains the “why” of the learning</li> <li>➤ Collaborative groups are frequently changing and based on skills needed or interest</li> <li>➤ Direct instruction is used sparingly (5-7 minutes) and is in small group</li> <li>➤ Large group instruction is used for sharing or providing directions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Plans are differentiated based on levels or interest</li> <li>➤ Collaborative groups are created by teacher based on need</li> <li>➤ Groups are made based on few assessments</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learners are grouped by age/grade level/course title</li> <li>➤ Learning inventories are used.</li> <li>➤ Learners use pre-packaged resources, scopes and sequences.</li> </ul>

*- Learning Without Boundaries -*



# PERSONALIZED LEARNING “LOOK FORs”

LEARNER-DRIVEN	LEARNER-CENTERED	TEACHER-DRIVEN	CURRICULUM-CENTERED
<b>PACE</b> The speed of learning and production is learner driven based on need.			
<ul style="list-style-type: none"> <li>▶ Learner creates a timeline for learning and production</li> </ul>	<ul style="list-style-type: none"> <li>▶ Learner and teacher co-create timeline for learning and production</li> </ul>	<ul style="list-style-type: none"> <li>▶ Learner makes a plan to meet teacher created deadline</li> </ul>	<ul style="list-style-type: none"> <li>▶ Learners moving together to meet curricular deadlines</li> </ul>
LEARNER-DRIVEN	LEARNER-CENTERED	TEACHER-DRIVEN	CURRICULUM-CENTERED
<b>SPACE</b> The physical environment for learners.			
<ul style="list-style-type: none"> <li>▶ Environment is designed by learners and changes as activities change</li> </ul>	<ul style="list-style-type: none"> <li>▶ Environment is manipulated by learner to meet needs</li> </ul>	<ul style="list-style-type: none"> <li>▶ Environment includes flexible seating</li> </ul>	<ul style="list-style-type: none"> <li>▶ Environment is set and controlled by teacher. Learner has an assigned spot.</li> <li>▶ Learning environment remains static no matter the learning</li> </ul>

*- Learning Without Boundaries -*



# PERSONALIZED LEARNING “LOOK FORS”

LEARNER-DRIVEN	LEARNER-CENTERED	TEACHER-DRIVEN	CURRICULUM-CENTERED
<b>CHOICE</b>			
<ul style="list-style-type: none"> <li>➤ Learners create a list of choices for self and other learners</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learners select from a menu of options for how to learn</li> <li>➤ Learners select from a menu of options for presenting learning</li> <li>➤ Learners can select their own collaborators for learning</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learners select from a menu of options for research</li> <li>➤ Learners select from a menu of options for presenting learning</li> <li>➤ Some activities allow for collaboration</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learners can choose to complete learning and choice is tied to external consequences</li> </ul>
LEARNER-DRIVEN	LEARNER-CENTERED	TEACHER-DRIVEN	CURRICULUM-CENTERED
<b>VOICE</b>			
<ul style="list-style-type: none"> <li>➤ Learner creates success criteria</li> <li>➤ Learner interests and passions are the center of the learning</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learner can explain what success looks like</li> <li>➤ Learners demonstrate persistence and good use of resources for learning</li> <li>➤ Learner interests and passions are the center of the learning</li> </ul>	<ul style="list-style-type: none"> <li>➤ Success criteria is created by teacher.</li> <li>➤ Topic/theme is dictated by resource.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Success criteria is provided in resource.</li> <li>➤ Topic/theme is dictated by resource</li> </ul>

*- Learning Without Boundaries -*



# PERSONALIZED LEARNING “LOOK FORs”

LEARNER-DRIVEN	LEARNER-CENTERED	TEACHER-DRIVEN	CURRICULUM-CENTERED
<p><b>LEARNER DISPOSITION</b></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"> <li>➤ Student’s mindset is that they are their own best teachers.</li> <li>➤ Learner commitment is on mastery with growth focus.</li> <li>➤ Uses teacher as a guide or listener and adjusts based on feedback</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learner is engaged in individual/ group project with a positive attitude and direction that grows learner independence</li> <li>➤ Learner demonstrates competency toward targets with continuous progress monitoring and feedback.</li> <li>➤ Reflection is inherent in learning process</li> <li>➤ Uses teacher as a co-creator</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pays attention to teacher and creates products to meet goals outlined</li> <li>➤ Learner commitment is toward earning desired grade</li> <li>➤ Learner seeks feedback and may not act</li> </ul>	<ul style="list-style-type: none"> <li>➤ Expectation is to pay attention to comply with teacher directions.</li> <li>➤ Learner waits for directions to act.</li> <li>➤ Learner doesn’t actively seek feedback.</li> </ul>

*- Learning Without Boundaries -*