



ELEMENTS	Minimal Student Input	Some Student Input	Student-Driven
Disciplinary Outcomes <i>What are the subject-specific goals of learning?</i>	Established standards dictate the content and skills to be learned	Student has some choice within prescribed content and skills with established standards	Student determines the content and skills they wish to learn within established standards
Cross-Disciplinary Outcomes <i>What learning goals cut across subject areas?</i>	Cross-disciplinary outcomes have been established	Student has opportunities to develop based on explicit teaching and assessment	Student identifies cross-disciplinary outcomes from a common set
Mindsets <i>What mindsets are necessary for success?</i>	Teacher creates a classroom culture that uses the four mindsets (relevance, growth mindset, self-efficacy, sense of belonging)	Teacher guides students to use four mindsets to strengthen performance and development	Student uses mindsets to work harder, engage in more productive behaviors, and persevere to overcome obstacles to success
Task <i>What is the challenge?</i>	Teacher, curriculum, or computer generated	Teacher guides definition and articulation of the problem, idea, design, or investigation	Student independently defines and articulates the problem, idea, design, or investigation
Audience <i>Who is the audience? How does that shape communication?</i>	Teacher is primary audience for student product or performance	Student has input into or choice of audience	Student engages with authentic audience to demonstrate learning and to add value through contribution
Feedback <i>How is feedback provided and how is it used?</i>	Teacher provides formal and informal feedback on the task to help students revise and refine the task	Teacher and others (e.g., peers, experts in the field) provide feedback to help students revise and refine the task	Student seeks and uses feedback from teacher and others to guide performance
Evaluation <i>How is performance evaluated on a given task?</i>	Teacher generates a score and provides explanation of performance	Student rates performance based on given outcomes to inform teacher evaluation	Student and teacher interpret evidence of achievement in relation to key outcomes and goals
Process <i>Who controls the sequence and pace of learning?</i>	Learning sequence and pace are specified by the curriculum, teacher, and/or resource	Learning sequence and pace are specified but somewhat flexible based on student interest and need	Learning sequence and pace are developed based on student interest and need, and are flexible based on assessment of progress
Environment <i>Where does the learning take place?</i>	Environment is top-down as teacher determines instruction and assessment to measure targeted outcomes	Environment is more collaborative; the teacher considers student voice and choice in the instruction and assessment of targeted outcomes	Teacher and student work together as learning partners to design and assess learning for targeted outcomes
Demonstration of Learning <i>What constitutes evidence of learning?</i>	Teacher and district assessments specify the way(s) in which disciplinary and cross-disciplinary outcomes will be demonstrated	Student chooses among a set of options to determine how disciplinary and cross-disciplinary outcomes will be demonstrated	Student proposes or shapes way(s) that both disciplinary and cross-disciplinary outcomes will be demonstrated and will provide evidence of learning (for example, a personalized portfolio)
Time <i>When can/does learning occur?</i>	Schooling is defined by “seat time”—prescribed number of school days (for example, 180 days, Carnegie units)	Schooling is a more variable blend of time-based and outcome-based measures	Schooling can take place 24/7, 365 days a year and be determined by outcome-based measures
Advancement <i>How does the student progress through the system?</i>	Advancement is based on age, irrespective of achievement	Promotion or retention at the end of the year is based on achievement in the course or grade level	Advancement is based on demonstrated competency, whenever that is achieved



Personalized Learning Evolution

Color-coding on the chart:

- Green indicates multiple and interrelated goals of learning.
- Pink indicates the design of the task: an act of co-creation between teacher, student, and audience.
- Blue indicates how students work in relation to the goals and design.
- Yellow indicates the assessment of learning: success both on the task as well as what that task demonstrates

A little more context:

The **Minimal Student Input** column represents a good, but traditional, school experience. The common expectation is that the job of a teacher is to design, develop, and deliver instruction and the job of a student is to receive and then recall or represent learning. In this column, the teacher is positioned in the active role and the student is relegated to a passive role.

Takeaway: Learning is being “done” to the student.” Teacher is doing a lot of the work, student can follow the teacher’s lead and do what is being asked on demand.

The **Some Student Input** column represents a teacher-guided experience. Students have an increased role and responsibility in the design challenge, implementation or action, and seeking and learning from feedback. This design cycle process repeats over and over again until the task is completed successfully or when time runs out.

Takeaway: Increasing student voice and choice in the learning experience will grow expertise, commitment, and engagement (of both teacher and student).

The **Student Driven** column indicates that the student is “in the driver’s seat.” Like driving any vehicle, there are rules of the road and skills they need to demonstrate and improve upon. But they are trusted to take the lead. Students use the world at large to understand, imagine, and create around problems that are worth solving. The teacher’s role is still extremely important. However, it moves from teacher as the “fountain of knowledge” to teacher as facilitator, connector, and coach.

Takeaway: Students will develop their knowledge and expertise to make sense of problems that have value and offer meaningful contributions to the world as part of their learning experience.