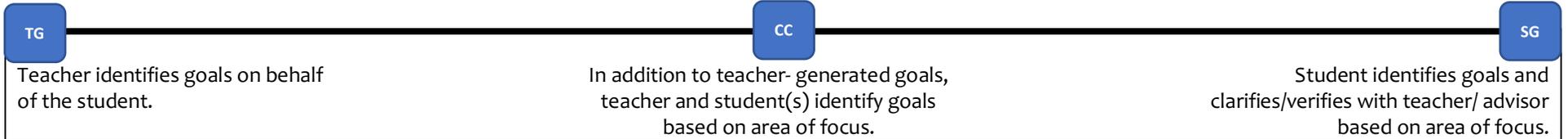


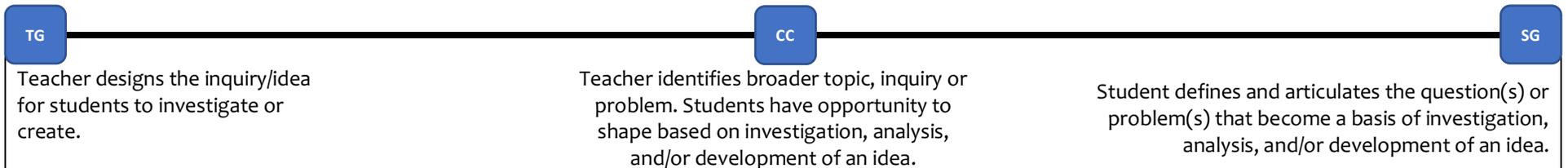
7 ELEMENTS OF PERSONALIZED LEARNING: CONSIDERATIONS FOR DESIGN

Much like the controls on an audio sound board, for each element you can amplify or reduce student agency by moving from Teacher Generated (TG) to Co-Created (CC) to Student Generated (SG). Given what you know about your students and your own expertise, what element(s) would grow and deepen thinking? How can you design for that?

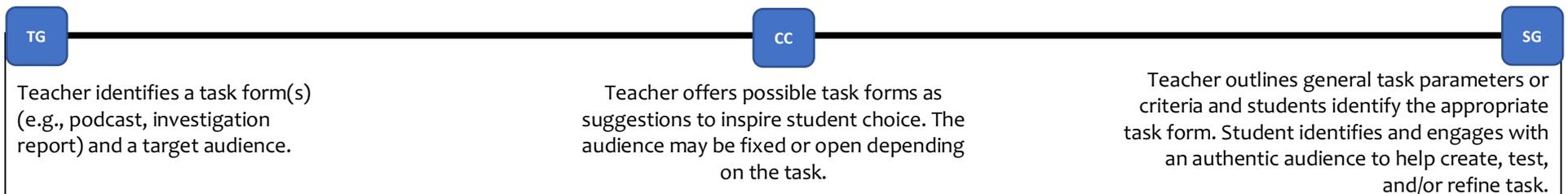
GOALS: *desired results from which assessment and instructional opportunities are designed*



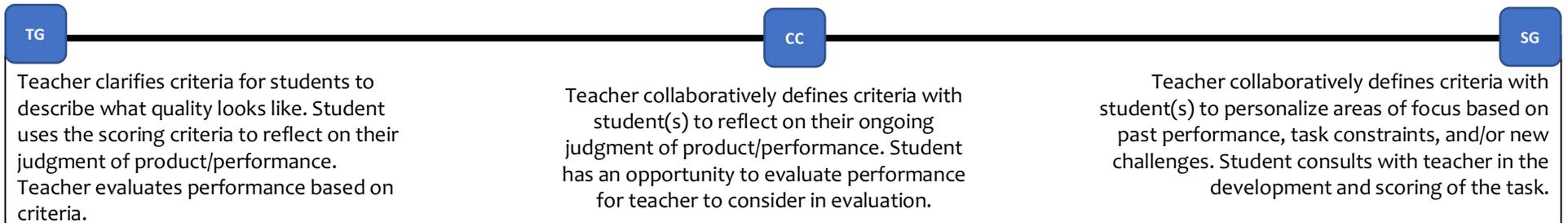
INQUIRY/IDEA GENERATION: *development and pursuit of a line of questioning, series of prototypes, or the design of an idea*



TASK & AUDIENCE: *opportunity for students to demonstrate evidence of learning through the development of an authentic product or performance*



EVALUATION: *establishment of key criteria to guide the development and self-assessment of the product/performance*



7 ELEMENTS OF PERSONALIZED LEARNING: CONSIDERATIONS FOR DESIGN (continued)

Much like the controls on an audio sound board, for each element you can amplify or reduce student agency by moving from Teacher Generated (TG) to Co-Created (CC) to Student Generated (SG). Given what you know about your students and your own expertise, what element(s) would grow and deepen thinking? How can you design for that?

FEEDBACK: *increased opportunities for students to ask clarifying questions, see impact of critique, and discern what to pursue in next iteration or revision*

TG

Teacher offers each student actionable feedback to guide improvement based on established criteria.

CC

Student clarifies with teacher key questions and challenges about the work. Teacher offers feedback to guide improvement based on established criteria.

SG

Student and teacher conference to clarify the questions the student has about the work and consider who might offer credible feedback: peer, expert, teacher. The student independently negotiates receiving feedback based on established criteria to guide improvement.

LEARNING PLAN: *development of plan to create and support opportunities for student to practice, imagine, and critique to work toward goals*

TG

Teacher designs instructional learning plan for students that typically is blend of independent assignments, small group, and whole class instruction.

CC

Student and teacher collaborate to create a learning plan considering sequence, pace, and content based on student interest and need.

SG

Student works at own pace designing a learning plan. Teacher regularly checks in to monitor impact of the design and coaches student as needed.

CUMULATIVE DEMONSTRATION OF LEARNING: *collection and analysis of artifacts over extended period of time that demonstrate progress toward goals*

TG

Students select and reflect on learning artifacts based on a prescribed method from the teacher.

CC

Student determines what artifacts to include and uses teacher as a sounding board to evaluate credibility of evidence based on a close reading of the outcomes. Teacher recognizes specific strengths and weaknesses of work and celebrates success and achievements of student.

SG

Student shapes representative body of work accomplished over time in a portfolio or exhibition that demonstrates desired results aligned with standards. Student recognizes strengths and weaknesses of work and sets future direction for learning.