

7 Elements of Personalized Learning: Reflection and Action Planning Tool

	Reflecting Back on My Designs	Looking Forward to Possible Designs
GOALS	<ul style="list-style-type: none"> When was the last time my learners designed goals for themselves? What were the goals based on? To what extent were the goals designed to be actionable? To what extent did I incorporate those goals in the design of and feedback for learning? 	<ul style="list-style-type: none"> If I were to have them help create goals, what might I need to do? (e.g., modeling, template) If I were to continue to help them achieve their goals, what might I need to consider?
INQUIRY & IDEA GENERATION	<ul style="list-style-type: none"> When was the last time my learners generated questions or ideas they had a chance to pursue? What were the questions or ideas based on? To what extent did those questions or ideas drive the learning experience? 	<ul style="list-style-type: none"> If I were to have them help create generate questions or ideas, what should they be based on? (e.g., articulating key parameters, honoring student agency) If I were to support their questions and ideas, what might I need to start doing? Stop doing?
TASK & AUDIENCE	<ul style="list-style-type: none"> When do I provide choices to demonstrate learning? How do I go about describing and supporting those choices? When have I used an audience (outside of me) to listen and provide feedback to the learners' work? How did the learners receive that feedback? 	<ul style="list-style-type: none"> Where might be good places to provide choices to extend those choices? How might I/we seek out people who might be interested in providing feedback? What support might I need to provide for the audience? What support might I need to provide for the learners?
EVALUATION	<ul style="list-style-type: none"> How do I design scoring tools (e.g., checklist, rubric, look-fors) for learners? How have I used those to help support the development of the assignment? How have I used those to help support their self-assessment? 	<ul style="list-style-type: none"> How might I include learners in the development of the scoring tools? How might I include learners in the evaluation of the work and the determination of next steps?
FEEDBACK	<ul style="list-style-type: none"> When do I typically provide feedback? What do I focus on when I provide feedback? What do I ask the learner to focus on as a result of feedback? What is the expectation after the feedback is given? 	<ul style="list-style-type: none"> Who initiates the request for feedback? In what ways does the feedback serve the learner to discover more about their work – strengths and needs for improvement? What opportunities does the learner have to improve the work?
LEARNING PLAN	<ul style="list-style-type: none"> In what ways have you supported self-direction in learning? When have learners had the opportunity to be self-directed in the exploration or creation of the topic? How did that impact achievement? How did that impact the culture of the learning environment? 	<ul style="list-style-type: none"> How might I be more explicit about the choices, actions learners might take? How do I support every learner? How might I continue to work with learners to determine what they need and how they might work interdependently?
CUMULATIVE DEMO OF LEARNING	<ul style="list-style-type: none"> What ongoing opportunities do learners have to reflect on their work? When you ask them to look back on what they have done, what were you hoping for? 	<ul style="list-style-type: none"> What work is worth saving? Who saves it? How might we have learners examine and select work that is helpful to reflect on? What are the areas that are important to reflect on? How might the process deepen the learning experience?