### 7 Elements of Personalized Learning: Reflection and Action Planning Tool

<table>
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<th>GOALS</th>
<th>Reflecting Back on My Designs</th>
<th>Looking Forward to Possible Designs</th>
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</table>
| • 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? | • 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 | • 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? | • 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 do? |
| TASK & AUDIENCE | • 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? | • 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 | • 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? | • 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 | • 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? | • 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 | • 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? | • 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 | • 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? | • 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? |