

# Personalized Learning Classroom Look-Fors

## Plan

*Instructional Clusters: Assess, Target*

**Teacher has:**

**Students have:**

	Teacher has:	Students have:
Assess	<ul style="list-style-type: none"> <li>• Data on student learning styles, interests, personalities, &amp; cultural backgrounds</li> <li>• Student performance data organized by standards</li> <li>• Pre-assessment data</li> <li>• Formative assessment built into instructional plans</li> <li>• Plans that align the timing of summative assessment with students' readiness</li> <li>• Assessments that include:               <ul style="list-style-type: none"> <li>○ multiple ways to demonstrate mastery</li> <li>○ peer-assessment</li> <li>○ self-assessment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Learner profiles designed to help students understand how who they are impacts how they learn</li> <li>• Performance data to measure their own mastery</li> </ul>
Target	<p>Plans that</p> <ul style="list-style-type: none"> <li>• are designed to engage students' learner profiles</li> <li>• target standards students need to master next</li> <li>• connect to prior knowledge &amp; scaffold learning</li> <li>• incorporate choice &amp; differentiate for rigor</li> <li>• incorporate digital learning and digital creation</li> <li>• immerse students in a curricular environment through which they navigate independently</li> <li>• incorporate authentic learning opportunities where students engage people, resources, issues, and ideas in the local and global community, and create real-world deliverables</li> </ul>	<ul style="list-style-type: none"> <li>• Learning goals that they measure and adjust</li> <li>• A learning map or personalized learning plan to understand and track their mastery of standards</li> </ul>

# Implement

## *Instructional Clusters: Group, Engage, Release, Blend*

### Teacher:

### Students:

	Teacher:	Students:
Group	<ul style="list-style-type: none"> <li>Primarily delivers direct instruction through small groups</li> <li>Uses whole group primarily to               <ul style="list-style-type: none"> <li>set the scene for learning</li> <li>make connections to past &amp; future learning</li> <li>create community</li> </ul> </li> <li>Groups students for meaningful academic or personal reasons</li> <li>Changes student groupings as academic and personal needs change</li> <li>Includes remediation and acceleration groups</li> </ul>	<ul style="list-style-type: none"> <li>Work with the teacher independently or in a small group</li> <li>Work independently or interdependently while other students are in small group instruction</li> <li>Are members of more than one group at a time</li> </ul>
Engage	<ul style="list-style-type: none"> <li>Is enthusiastic about learning, students, and content</li> <li>Offers learning activities that fit students' personal characteristics and academic needs</li> <li>Invites students to choose or create their own learning experiences</li> <li>Adjusts instruction and/or options presented in response to assessment (pre-, formative, summative)</li> <li>Gives timely and specific feedback and facilitates peer-feedback</li> <li>Interacts differently with students based on knowledge of the student's personal characteristics &amp; academic needs</li> <li>Recognizes student effort and encourages productive struggle</li> <li>Leads students to engage real people, resources, issues, and ideas in the community, and create real-world deliverables</li> <li>Encourages student-led sharing, presentations, &amp; discussions</li> </ul>	<ul style="list-style-type: none"> <li>Actively participate in learning</li> <li>Choose or create learning experiences that fit their personal characteristics &amp; academic needs</li> <li>Offer peer-feedback to one another</li> <li>Invest effort in learning and demonstrate perseverance</li> <li>Engage real people, resources, issues, and ideas in the community</li> <li>Create real-world deliverables</li> <li>Share their learning with others</li> </ul>
Release	<ul style="list-style-type: none"> <li>Grants accountable independence to students who can manage their learning &amp; behavior</li> <li>Incorporates independent and interdependent group learning opportunities</li> <li>Uses rubrics that effectively:               <ul style="list-style-type: none"> <li>guide independent and interdependent work</li> <li>develop capacity for self-assessment</li> <li>deliver meaningful teacher- and peer-feedback</li> <li>facilitate student inquiry</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Operate with varying levels of independence depending on their abilities to manage it</li> <li>Work independently and in interdependent groups</li> <li>Rely on rubrics to:               <ul style="list-style-type: none"> <li>guide their work</li> <li>understand teacher feedback</li> <li>get peer-feedback</li> <li>self-assess their mastery</li> <li>pursue their own inquiries</li> </ul> </li> </ul>
Blend	<ul style="list-style-type: none"> <li>Uses technology to teach, give feedback, and communicate with parents and students</li> <li>Encourages students to use technology to explore, create, and communicate</li> </ul>	<ul style="list-style-type: none"> <li>Use technology and digital learning resources</li> <li>Use technology to explore, research, create deliverables &amp; communicate</li> </ul>

# Manage

## *Instructional Clusters: Culture, Systems & Spaces*

### Teacher:

### Students:

#### Culture

- Proactively enforces pre-defined rules, routines, procedures & expectations
- Treats students respectfully & with patience
- Reflects appreciation of interpersonal and academic differences
- Models effective conflict resolution
- Allows students an opportunity to resolve their own conflicts before intervening

- Follow rules, routines, procedures, routines & expectations
- Treat each other and the teacher with respect and patience
- Reflect appreciation of interpersonal and academic differences
- Attempt to resolve issues appropriately before seeking teacher intervention
- Work independently and in groups without direct teacher supervision
- Manage their own learning and behavior
- Manage care of the physical classroom space

#### Systems & Spaces

*Creating the physical and digital environments are teacher-centric activities*

- Teacher uses a system to track students' standards mastery
- Physical space enables a variety of lesson types (ex: hands-on, audio-visual, discussion, demonstration, role-playing, panels, Q&A, experimentation, etc.)
- Physical space is (or can easily be) arranged to allow multiple learning activities to occur simultaneously (ex: small group lesson, independent work, group work)
- Physical space is arranged to maximize student independence (ex: materials and tools are accessible without teacher assistance)
- A digital space (ex: Amplify Playlists, Edmodo site, Moodle site, etc.):
  - makes resources available to students whenever they need them
  - organizes resources around standards
  - includes self-assessments
  - allows students to work at their own pace