

DPS Personalized Learning Definition

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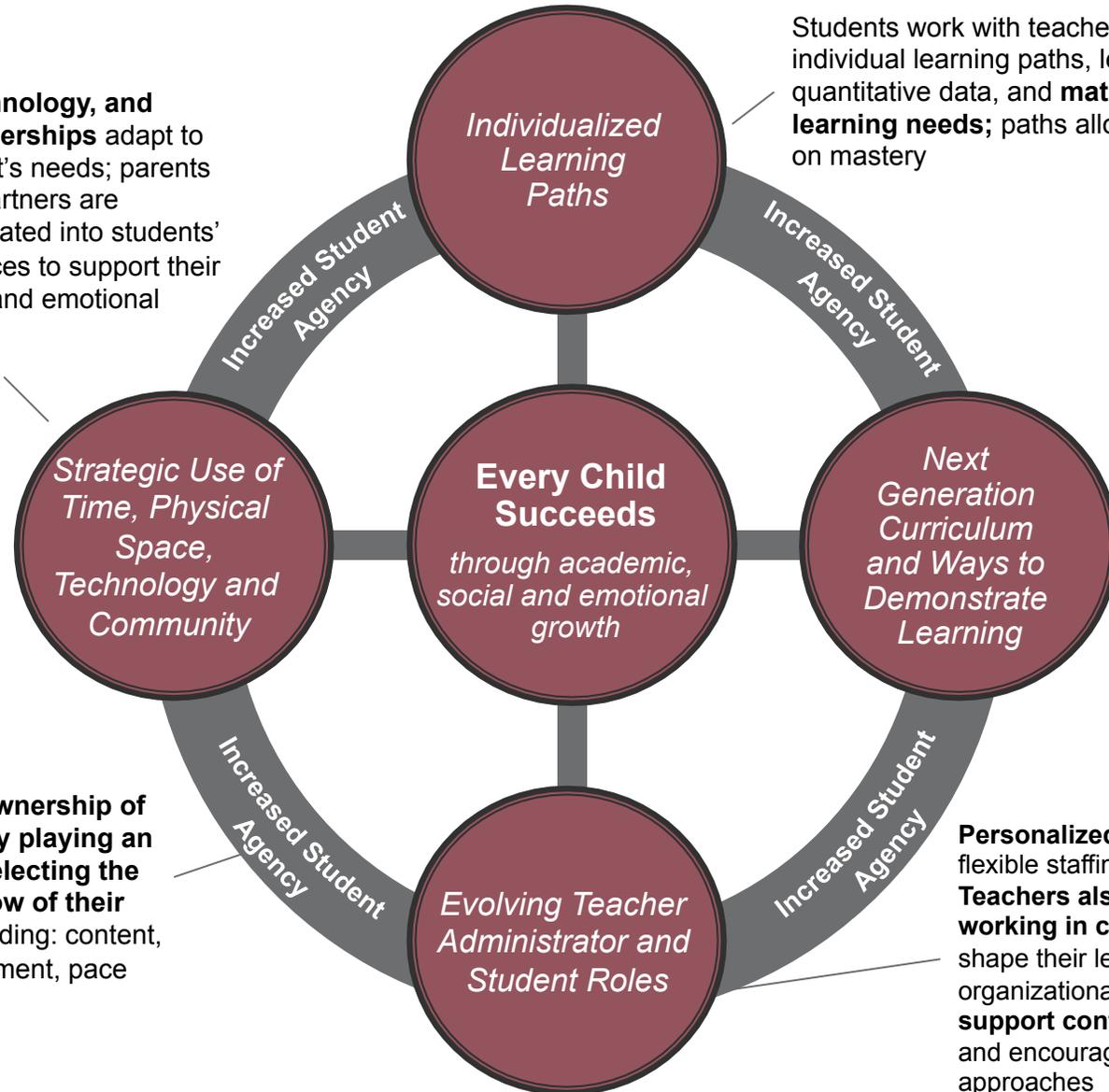
Each student:

- Actively engages in his or her development, growth opportunities and goals;
- Works with teachers to co-create a customized learning plan to reach content mastery and that leverages his or her strengths;
- Accesses engaging and standards-aligned curricula that supports his or her academic, social, and emotional needs through a variety of delivery methods

Effective personalized learning will create life-long learners that graduate prepared for success in college and career.

Personalized Learning Framework: The pillars of personalized learning describe how the personalized learning definition will be realized

Space, time, technology, and community partnerships adapt to meet each student’s needs; parents and community partners are intentionally integrated into students’ learning experiences to support their academic, social and emotional growth



Students work with teachers and school leaders to **co-create** individual learning paths, leveraging qualitative and quantitative data, and **matching student interests and learning needs**; paths allow for student progression based on mastery

Students experience **standards-aligned curricula through a variety of delivery methods, which are informed by individual learner profiles** and that adapt to student needs and interests; demonstrations of learning are used frequently to inform content, delivery methods, and goal setting

Students **take ownership of their learning by playing an active role in selecting the what, where, how of their education**, including: content, learning environment, pace and modality

Personalized learning for adults supports flexible staffing school operational structures. **Teachers also act as facilitators of learning, working in collaboration with students** to shape their learning experiences. District and organizational **cultures create conditions that support continuous learning and improvement** and encourage teachers to explore new approaches

A personalized learning strategy has the potential to dramatically redefine the student experience (1 of 2)

What this might look like for students when learning is:

Individualized Learning Paths

Next Generation Curriculum and Ways to Demonstrate Learning

Highly Personalized

Blue text represents personalized learning characteristics with increased student agency

- Student information is gathered daily or in real time and is integrated into a cohesive profile for each student
- All student information is available to all stakeholders – students, teachers, school leaders, parents – with the most useful insights highlighted for each
- All students have personalized and appropriately paced growth goals; **teachers and students discuss learning goals daily, the student is an active participant, and paths are adjusted in response**
- Learning paths are adapted in real time in response to student needs, skills and learning trajectories
- Strategic use of technology allows teachers and students manage data, monitor progress, set goals, and interact with level-appropriate content

- **Students have a variety of learning experiences available to them each day**
- Instructional delivery modes are constantly changing based on the personalized needs of students, and **students can choose their mode of instruction more than 75% of the time**
- **Students work collaboratively daily and provide guidance to advance each other's learning**
- Performance-based tasks, and other demonstrations of learning (such as formative/summative assessments) are utilized daily to provide actionable data that shape future instruction
- All students, regardless of grade level, work at a level that is appropriately challenging

Less Personalized

- Student information is gathered less than monthly and major sources and/or data may be incomplete. Information is scattered across different sources and not available to all key stakeholders
- Goal setting may occur, but goals are often set by teachers and overall goals are often not communicated to students; individual, personalized goals are rarely articulated
- Once created, plans remain in place for at least a semester, regardless of student needs and skills

- For the most part, students are delivered instruction in the same way each day, and students have some opportunities work in groups (<1 time per week)
- Assessments are only used once per year to inform student progress and are typically state needs assessments
- Most students are working on grade level material regardless of their prior mastery and whole classes of students advance together based on the amount of time they have spent with the material

A personalized learning strategy has the potential to dramatically redefine the student experience (2 of 2)

What this might look like for students when learning is:

Evolving Teacher Administrator and Student Roles

Strategic Use of Time, Physical Space, Technology and Community

Highly Personalized

Blue text represents personalized learning characteristics with increased student agency

- Teachers have fully shifted roles to be a facilitator of student learning and serve in a coaching capacity (as opposed to solely acting as a source of knowledge)
- Students have access to teachers who have received personalized professional development that matches the student experience and that allows teachers to: set individual goals, measure progress with daily and actionable data, and experience skill development in a variety of learning experiences that best meet their needs
- The organizational cultures that surround students reinforce the district's core values, support continuous learning and improvement, and create conditions that encourage teachers to explore new approaches to teaching and learning that support the success of every student

- *Students are provided anytime/anywhere access to tools across subject areas*
- Scheduling is completely dynamic and changes as often as necessary (i.e.: daily) in response to student needs and assessed progress to the needs of students
- Families understand their responsibility in promoting learning and have tools and resources to support student growth; learning goals and student growth are shared daily with families through online and offline channels
- *Student learning experiences outside of school – mentorships, internships, extra-curricular activities - are incorporated into individual learning profiles*, to create a holistic view of each student's needs and to help inform goals

Less Personalized

- There are few, if any, changes to the traditional teacher role
- There are few, if any, changes to professional development opportunities for teachers and teachers do not have access to personalized learning
- District cultures and systems do not support teachers in exploring new approaches to teaching and learning

- Learning tools are provided during the school day only
- There are no opportunities for changes to scheduling to adapt to student needs
- Families do not have access to and are not involved in supporting student learning goals or growth
- Only learning experiences that take place inside traditional school structures are included in individual learning profiles

Schools will be evaluated against a set of readiness criteria

Selection Criteria	Key Indicators
Strong school leadership	<ol style="list-style-type: none"> 1. Vision and distributed leadership 2. Positive school culture 3. Fosters strong data culture 4. Principal openness to innovation and risk taking 5. Principal experience implementing new initiatives
Teacher readiness	<ol style="list-style-type: none"> 1. Positive student reviews 2. Teacher technology skills 3. Classroom management skills 4. Differentiation skills
Proven teacher engagement	<ol style="list-style-type: none"> 1. The percentage of teachers in support of implementing personalized learning at their school 2. Teacher testimony via interviews that aligns to overall vision put forth in application and school leader statement of intent 3. Aspects of personalized learning are already in place at the school
School investment in Professional Learning	<ol style="list-style-type: none"> 1. Application demonstrates a clear understanding of the Personal Learning necessary to effectively implement personalized learning
Commitment to continuous improvement	<ol style="list-style-type: none"> 1. Application demonstrates a clear plan for creating a “data culture” to support continuous improvement and innovation
School willingness to collaborate	<ol style="list-style-type: none"> 1. School commits to participate in regular feedback and collaboration sessions with DPS and other pilot schools
Demonstrated community engagement	<ol style="list-style-type: none"> 1. Application clearly lays out plan for engaging the community in planning for whole-school personalized learning 2. Implementation plan includes clearly defined stakeholder engagement plan