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## **BOARD OF EDUCATION BOARD POLICY**

### **112 PERSONALIZED LEARNING ENVIRONMENT**

School system that places the individual learner at the center of the learning process:

- student choice and voice in demonstrating their learning
- authentic/real world learning experiences based on student interests
- collaboration and goal setting
- results driven feedback through data analysis using multiple forms of ongoing assessment (pre-, formative, summative)
- flexible pacing and grouping
- technology integration within a 1:1 or 2:1 learning environment
- student self-awareness and reflection
- flexible learning spaces
- student/teacher partnership in facilitation of learning
- project-based learning
- global connectivity

**Student choice and voice in demonstrating their learning** – Teachers can facilitate units, lessons and activities by allowing students to answer the following questions:

- Whom will I work with?
- What topic(s) will I address?
- Where will I work?
- When will tasks be completed?
- How will I demonstrate my learning?

Providing choice and voice allows teachers to positively influence motivation and achievement by empowering students which instills a sense of control, purpose, self-worth, and competence.

**Authentic or real-world learning** – Authentic or real-world learning experiences connect the standards to the students' interest and lives. This strategy often organizes learning around a problem or challenge that exists in the community and requires the application of concepts and skills. This results in the creation and implementation of learning experiences that include: multiple disciplines, real data, hands-on activities and a real audience.

**Collaboration and Goal Setting** – In collaborative classroom settings, the teacher and the student work together to establish individual goals within the framework of what is being taught. It is important to note that goals are created around the established learning targets.

**Results driven feedback** – Feedback is an important component of teaching and learning as it provides both the student and teacher with information regarding progress and growth in relation to learning goals. Feedback should be timely, accurate, and specific and is provided as a result of the following:

- **Pre-assessment** provides a way for teachers to gather information about what students know and are able to do prior to instruction.
- **Formative assessments** are delivered as part of the learning process and provide information so that teaching and learning activities can be modified to meet the needs of the students. (not graded)
- **Summative assessments** are delivered to evaluate student learning at the end of an instructional period and focus on student outcomes.



**Flexible pacing** – Flexible pacing recognizes that students learn at different rates and in different manners. As a result, students are exposed to materials, resources and concepts that are appropriately challenging for their ability. Students will move forward in the curriculum and content and skills are mastered. This framework utilizes **flexible grouping** which is a means of grouping students for instruction. Flexible grouping could include whole group, small groups, one-on-one conferencing. Groups are assembled to address objectives, lessons, concepts and skills that are appropriate for the learners.

**Technology Integration** – Technology integration provides students and teachers with access to a variety of tools and affords the opportunity to create a deeper understanding of content. Technology is utilized to access up-to-date materials and information, provides tools to collect and record data, encourages collaboration, addresses real-world, authentic tasks and increases student engagement. By integrating technology into instruction, curriculum, and assessment, educators are able to support and enhance authentic learning, provide acceleration and intervention, and ensure increased collaboration and communication. Additionally, technology provides 24/7 access to learning opportunities.

**Student self-awareness and reflection** – Reflective classrooms encourage students to engage in the process of making meaning. This involves students monitoring individual progress, constructing meaning from content learned and from the process of learning, and applying the learning to other contexts. In these environment, students recognize their learning styles, identify their strengths and weaknesses, establish learning goals, collect evidence of learning and discuss their progress.

**Flexible learning spaces** – Flexible learning spaces can be configured in several different ways to support a variety of teaching and learning experiences including: direct instruction, project work, independent learning, small group work and partner collaboration.

**Student/teacher partnership in the facilitation of learning** – A learning partnership is based on mutual trust. Students trust their teachers to provide meaningful, challenging learning activities that are worthy of their time and effort. Teachers trust their students to learn both independently and in collaborative settings. As a result, teachers work with students to tailor the curriculum and address individual levels of performance.

**Project-Based Learning (PBL)** – As defined by the Buck Institute for Education (BIE), Project Based Learning is an extended process of inquiry in response to a question, problem or challenge. Project Based Learning consists of rigorous projects that are carefully planned, managed and assessed to help students learn key academic content, practice 21st Century skills (including collaboration, communication and 6 critical thinking) and create high-quality, authentic products and presentations. In addition, the process allows for student voice and choice.

**Global connectivity** – Global connectivity allows students to develop an understanding of how the world is organized and interconnected. Students learn to analyze and think critically about the possibilities and challenges that influence people's lives. This encourages students to effect positive change in the world

Cross ref: Policy 111, Policy 520

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