

NEXT GENERATION LEARNING ENVIRONMENT

PERSONAL AND PERSONALIZED



THE
COLORADO
EDUCATION
INITIATIVE

PERSONAL AND PERSONALIZED learning environments are those in which the delivery of education is not tied to a single method or structure but takes advantage of a variety of media, partners, schedules, and approaches to best meet the needs of each student.

STUDENTS...

- are known well as both learners and people.
- take responsibility for the unique role they play as learners and contributors.
- know how to learn and thrive in a variety of settings.
- make thoughtful and well-informed choices when presented with options.
- have access to a wide range of high-quality educational opportunities to reflect their interests, needs, and talents.
- use frequent and varied assessment data to check for progress and determine next steps.
- notice what kinds of learning situations are more or less natural to them, and work to build skills outside their natural areas of strength.

EDUCATORS...

- analyze individual student participation and performance so they know what students know, can do, and are ready for, as well as what motivates them and how they work and learn best.
- teach students to analyze their performance to identify strengths and gaps, and then use that information to continue to grow as both learners and people.
- have the time, space, support, and resources they need to provide personalized instruction to every student, creating and coordinating a range of measurable, engaging experiences that deliver results.
- use that understanding to make learning engaging and effective for each student.
- use frequent and varied assessment data to check for progress and determine next steps.

EXAMPLES IN PRACTICE:

- Teachers have clean, fluid systems to monitor and find trends in student participation and performance. This can come in low-tech or high-tech forms, e.g.:

Teachers build data walls where each student is represented visually on the wall, with color coded information about their participation and performance. These data walls make it easy to see who needs what, who is ready for what, and the kinds of learning situations students have had more or less success with over time. Teachers can use this information to make good instructional decisions. Teachers can also share this information with students in personal data folders. This helps students understand why





their teacher is providing the instruction they are providing, or why they are asking the student to practice what they are asking them to practice.

Technology-enabled data systems pull data from a variety of skillware and progress monitoring/interim assessment tools. These data systems make all data about individual student progress visible to students, families, and teachers in real time. They also allow teachers to quickly identify trends in student performance data. These systems also provide teachers with a place to track other types of learning and performance outcomes, so that analysis of other kinds of progress can be used to support individual students in their continued academic, professional, and entrepreneurial growth.

- Adults invest in building professional, high-trust relationships with students as both learners and individuals. Teachers take the time to ask students what about school is going well, as well as what is difficult. They ask students for feedback on instruction, not because it is the students' job to help a teacher improve, but because student feedback is an authentic way to learn about how individual students learn best. Teachers also take the time to learn about students' interests outside of school, and help connect students to a wide range of professionals who can help them with their academic study and share with them perceptions of their profession.

RESOURCES:

[G&D Associates' Self-Review of Technology to Support Personalized Learning](#)

[Innovate to Educate: System \[Re\]Design for Personalized Learning](#) (Software & Information Industry Association, 2010): Findings from symposium hosted by digital content industry and school administrators associations; pages 13-16 feature description of five essential elements of personalized learning.

[National Education Technology Plan](#) (U.S. Department of Education, 2010): National plan to transform the American education system by leveraging technology; "Learning: Engage and Empower" chapter provides definitions for "individualization", "differentiation" and "personalization".

[Using Technology to Personalize Learning and Assess Students in Real-Time](#) (Center for Technology Innovation at Brookings, 2011): Description of "personalized learning" and the available empirical evidence on effectiveness.

[Blended Learning: Personalizing Education for Students](#) (Greenberg, Horn, Schwartz, 2013): New MOOC (massive open online course) promotes "high quality" blended learning by explaining different types of blended learning, drawing best practices from blended schools, and providing tools and resources for developing a blended classroom. Supports explanations with real examples of concepts in practice. Offers opportunities to interact with the presenters and other participants.