# Personalized Learning

Personalized Learning is realized in schools where students are recognized by personal and educational interests and by their academics ("Personalized Learning," 2014). In this environment, students are provided strategies that help them acquire new knowledge both independently and collaboratively. As a result, the entire potential of the learner is valued. Exposure to personalized learning environments provides students learning opportunities that support, enhance, and extend the acquisition and use of cognitive, intrapersonal, and interpersonal competencies (Bray & McClaskey, 2014).

For personalization to occur, it is essential that schools move away from teacher-centered instruction and move toward learner-centered. Innovation is a key component in this shift and becomes an essential element of professional learning, school culture, classroom instruction, and the use of technology as tools that support personalization. Ultimately, teachers take on the role of coach and mentor and, thereby, guide learners to design their own learning pathway-experience. Students become goal-driven, self-reflective learners, and a student-generated Personalized Learning Plan provides teachers and parents a plan of action (based on individual needs, abilities, sensibilities, and competencies) that successfully supports the pace at which the learner is progressing.

## What It Is and What It Means

1. Personalized learning is achieved when educators are "understanding and engaging students as persons and as learners" (Gleason & Gerzon, 2013).
2. Personalized learning incorporates the best practices of understanding how students learn, the learning pathways required to achieve the academic and soft skills needed for college and career readiness, and the collaborative efforts among *all* stakeholders to produce successful learners.
3. Personalized learning tailors pedagogy, curriculum, and learning environments for the learners so their different learning needs and aspirations are met.
4. Personalized learning can happen anytime, anywhere!

## What This Is Not

- Classroom structures and instructional practices that are duplicated identically for all learners
- Adaptive curricula based on algorithms of performance
- Differentiating strategies teachers use to help students process content
- *See Personalized Learning Chart (Bray & McClaskey, n.d.) for differntiation *Open Resource Attached*

## Focus Questions

1. What modalities of learning are provided to enhance transparent data and resources?
2. Are educators culturally responsive and culturally competent?
3. Is the furniture and space designed to encourage learning?
4. How are students provided the opportunity to decide what is best way forward for their learning and to share what motivates them?

## Resources

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## References

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