## Essential Elements of Personalized Learning Self-Assessment

How to Use the Self-Assessment:

1. Individually or in teams, read the performance description under each element and place yourselves on the continuum of personalization.
2. Share an element that you identified as stronger at your school (Developing or Performing).
3. Share an element that you identified as weaker at your school (Initiating).
4. Identify an area of growth that you see as high-leverage for your school's work on personalized learning.
5. Keep in mind that a low score on the self-assessment indicates an area for growth, not evidence of failure or a cause for blame.

|  | Initiating | Developing | Performing |
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| *Element 1:* **Personal Relationships**<br><br>Truly personalized education is predicated on, and fosters, positive student-staff relationships. In a personalized learning environment, students and staff have mutual respect, every student feels connected to at least one trusted adult, educators know their students' interests, goals, and academic levels, and students experience higher levels of achievement. | We value personal relationships with students at our school, but those relationships form organically instead of intentionally, and some students have no trusting relationships with adults in our school. We have advisories and/or homerooms, but don't use them to build relationships or learn more about students' interests, goals, and academic strengths and weaknesses as much as to deal with school logistics like announcements. There is mutual respect between individual students and teachers, but not between students and staff as a whole. | Time is intentionally scheduled in the school day to build relationships with students (advisory, interest groupings, academies, etc.). Many of our teachers use techniques, procedures, and protocols to build community and learn about their students' interests, goals, and academic strengths and weaknesses during that time. Many other teachers don't feel as though they are equipped or trained to use the time for that purpose. We have made attempts to build a bank of ideas or even a curriculum to support those teachers. The student experience is varied depending on the adult in the room. Many students have a trusting relationship with an adult at the school, but many do not. We are working toward building a school wide atmosphere of mutual respect between staff and students. | Time is built into the school calendar for teachers to regularly connect with groups of students. Our teachers are trained to facilitate student interactions and community building and report that they know many students well. Adults in our school identify and seek out students who don't seem to have connections with others. All students can identify an adult they trust and report that they feel the adults in the school know their interests, goals, and academic strengths and weaknesses. |

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| *Element 2:* **Flexibility**<br><br>Students have the opportunity to experience learning through any combination of high-quality academic and experiential components leading to secondary school completion and postsecondary readiness. For example, in Vermont students can participate in:<br>• Dual Enrollment and Early College<br>• Blended/Virtual Learning<br>• Work-Based Learning<br>• High School Completion Program<br>• Expanded Learning Opportunities<br>• Career Technical Education | Our school has some pathways for students like Career Technical Education and Early College or online course work. Our focus tends to be on students who have not succeeded in traditional classrooms or students who ask for additional challenges like college course work, but the breadth and availability of flexible pathways is not made clear to all students. We are perhaps struggling to figure out how to involve the community in our pathways to a greater degree, and the connections between pathways and our proficiency system is not always clear. | In addition to CTE, Early College, and online coursework, we are beginning to create programs around Work Based Learning and Expanded Learning Opportunities. We have also focused on providing greater student choice and experiential learning within and outside of classrooms to help more students succeed. These options tend to be teacher-driven and designed, but we encourage students to take advantage of them, and students report that they know how to access pathways that interest them. Our school schedule continues to be traditional with courses aligned to proficiencies, but we are starting to have conversations about how we can make it more flexible. | We have created a variety of pathways for students, integrated choice and personalization for all students in classrooms, and created a process for students to design and for educators to validate their own learning or plan their own path to graduation. We train our students to take advantage of those opportunities and help them develop the skills to be successful in independent and self-designed learning. Students can explain how their learning meets required proficiencies. |
| *Element 3*: **Learner Profiles**<br><br>Each student has current documentation of their individual strengths, needs, motivations, and goals.<br>• PLPs reflect a collaborative planning process by which student pathways to graduation are identified<br>• PLPs reflect progress toward proficiency-based graduation requirements and are meaningful artifacts to and for the student. | We make our students fill out a personal learning plan, but students resist doing the work because they think it's a "waste of time" or don't see how it impacts their learning. Teachers feel that the PLP is an additional job requirement that they have to force students to complete rather than a meaningful guide to personalized learning opportunities. The PLP tends to create frustration for staff and students as a result. | PLPs are collaboratively created for all students at least annually; parents are given clear information about the opportunity to engage in this process. Many students use them to make some decisions about how they will move through school and plan for post-secondary opportunities. Some students are engaged in customizing their PLPs in interesting ways, and report that their work reflects who they are. Goals on PLPs may or may not be aligned to PBGRs. Teachers have access to PLPs and use them to build relationships with students. Some parents regularly engage with their student's PLP, but some do not. | Our students engage in creating their PLPs because they see an impact on their education and learning. The PLPs are personal and engaging, and many students use them for purposes outside of school, like college or job applications. Teachers feel equipped to guide students to use their PLPs to explore pathways, and master proficiencies. |

| | Initiating | Developing | Performing |
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| PLPs adapt, change, and progress along with students; reflect a student's authentic learning; and can act as an exhibition of student growth. | | | |
| *Element 4*: **Proficiency-Based Progression**<br><br>Instruction is aligned to proficiencies based on transferable skills and standards adopted by the state of Vermont. Each student's progress toward clearly-defined goals is continually assessed. A student advances as they demonstrate proficiency. Students and parents have access to clear, transferable learning objectives and assessment results so they understand what is expected. Each school shall ensure that a tiered system of academic and behavior supports is in place to assist all students in working toward attainment of these goals. | We have identified proficiencies and aligned them to individual courses. Instruction and assessment practices have remained the same, and students and parents tend to be unaware what proficiency students are working on in a class at a given time. Leadership, general and special education teachers are beginning to work in an intentional, ongoing collaboration throughout the SU/SD to implement the five components of a multi-tiered system of supports designed to meet all students' academic and behavior needs. | Our teachers have identified content proficiencies and aligned them with content area assessments. Teachers have created task neutral scoring guides for proficiencies.  Students who pursue pathways are expected to use the scoring guides to demonstrate required proficiency. While we have worked on including and implementing transferable skills in our work, our teachers have tended to focus more on their content areas at this point. Leadership, general and special education teachers work in an intentional, ongoing collaboration throughout the SU/SD to initially implement the five components of a multi-tiered system of supports designed to meet all students' academic and behavior needs. | Our proficiency system supports personalization. We have designed our work on transferable skills and content proficiencies to integrate skills  and content knowledge. Students and teachers can explain what proficiency they are working towards at any given time, and parents understand and support how student progress is reported. Our grading and reporting practices are linked to student proficiency. Teachers report that their instruction, assessment, and feedback is more focused on skill development than it used to be. Leadership, general and special education teachers work in an intentional, ongoing collaboration throughout the SU/SD to fully implement the five components of a multi-tiered system of supports designed to meet all students' academic and behavior needs. |

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| *Element 5*: **Student Agency**<br><br>All students are held to clear, high expectations, and students take ownership over their own learning. With the help of their teachers, they are involved in designing their own learning process and should be given a choice in how they demonstrate their learning through performance-based assessments. | Our teachers report frustration that their students are disengaged from their learning or, when given opportunities to drive their own learning, appear to lack the understanding of how to do so. Students report feeling a lack of choice in their learning options, or that the choices that are presented to them aren't engaging. Curriculum, instruction, and assessment are teacher led and designed and sometimes lack connection to real world experiences, and learning expectations can vary from class to class. | We inform our students of choices and pathways, but understand that they need to learn to make good choices and follow through on their decisions. We explicitly support student growth in those areas and scaffold independence and ownership with them. The student body is beginning to reflect pockets of engagement, either in certain classes, extracurricular activities, flexible pathways, or leadership roles. Within classrooms, student input and choice is sometimes given toward curriculum, instruction, and assessment decisions. Learning expectations have begun to be standardized across classes. | Our students can almost always explain ways in which they have made decisions about their learning and report that adults inside and outside the school have supported their pursuit of interests and passions that demonstrate their learning. Teachers can point to high-quality, rigorous outcomes students have reached through their experiences. |