

PERSONALIZED LEARNING

The Connecticut View

The Process

- Commissioner Pryor supported forming a group to research Personalized Learning and how we might introduce PL on CT school districts.
- Committee members came from a variety of agencies involved in education throughout the state.
- Diane Ullman chaired the committee.
- Allison Zmuda took our ideas and turned them into a coherent, professional document.

Personalized Learning - Definition

- A personalized learning system transforms schooling by providing voice and choice on what, where, and how students learn in relation to standards-based, world-class knowledge and skills. In this personalized learning system:

Definition – con't

- Every student works closely with teachers to establish goals and pace of learning, pursues investigations or projects to demonstrate goals, regularly evaluates progress in relation to those goals, and communicates results as an indication of mastery.

Definition – con't

- Every teacher creates a classroom culture of respect grounded in high expectations as well as providing feedback and guidance in learning content, developing skills, and thinking strategically.

Definition – con't

- Every learning community both within and outside of school offers students opportunity to learn from experience through application in authentic situations.

Elements of Personalized Learning

- Competency-based – students advance upon mastery of clear and explicit learning expectations.
- Multiple paths of study – opportunities to learn and demonstrate competencies both inside and outside the school building.
- Variable time – provides every student sufficient time to demonstrate mastery of competencies. “Time is the variable; learning is the constant.”

Elements – con't

- Assessment and accountability – strategies should be implemented to inform students, families, school and district staff, and state officials about individual and group progress in relation to the competencies.
 - Performance based
 - Multiple opportunities

Role of the Teacher

- Curriculum Planner- what is essential for students to learn?
- Classroom Facilitator and Coach – structure learning so students can explore interests and discover the answers.
- Assessor – collect evidence of learning as an ongoing process.
- Advisor – ensure that students are on track in relation to the goals.
- Communicator – ensure that students have clarity about their progress as learners
- Connector – use professional network to create opportunities for students.

Recommendations

- Revise existing statutes from credits based on seat time to awarding credits based on certified teacher-validated demonstrated competencies.
- Revise existing statutes so awarding of credit is not bound by the school day/school year.
- Revise statutes to allow students to progress on the demonstration of competencies as opposed to attending school for 6 hours a day, 180 days a year for 13 years.
- Provide models for Capstone and Student Success plans so they are strongly aligned with state and district graduation standards.
- Flexible access to state assessments based on student readiness.

Recommendations – con't

- Revise existing statutes to establish a Mastery Based Diploma as a function of demonstration of competencies that can be acquired using multiple paths and differing lengths of time.
- Revision of CSDE teacher prep standards to include preparation for personalized learning.