

## Stages of Personalized Learning Environments (PLE)

Personalizing learning for all learners means understanding the different stages of personalized learning environments (PLE). Stage One is teacher-centered with learner voice and choice. Stage Two is when teachers co-design learning with the learners. Stage Three is when learners design and drive their own learning.

<b>Stage One</b> Teacher-Centered with Learner Voice & Choice	<b>Stage Two</b> Teacher & Learners as Co- Designers	<b>Stage Three</b> Learner-Centered with Teacher as Learning Guide
Teacher identifies how each learner learns based on student data and/or IEP.	Learner and teacher create learner profile based on how learner learns best.	Learner creates and monitors their learner profile that is constantly changing as they learn.
Teacher makes decisions for learners based on their strengths, weaknesses & aptitudes.	Teacher and learner determine strengths, weaknesses and aptitudes to develop skills to support their learning.	Learner knows and articulates strengths, weaknesses, aptitudes, passions, and are expert learners who are motivated and self-directed.
Teacher redesigns learning environment for individual work and group projects.	Teacher and learners co-design a flexible blended learning environment with multiple learning zones.	Learners design their learning as part of a larger community and network where learning is anywhere at anytime.
Teacher designs instruction for all learners. Learners do not contribute to lesson design.	Learners make decisions how to access the curriculum and contribute to lesson design.	Learners drive their learning at their own pace which changes as they reflect on their learning.
Teacher creates projects that encourage learner voice with some choice.	Teacher and learners co-design projects with learner voice and choice.	Learners design projects that allow learner voice and choose the best way to demonstrate mastery.
Teacher designs assessment strategies and rubrics. Class provides feedback on how they like to learn. Teacher leads learner conference with parents.	Learner contributes to rubrics to demonstrate understanding. Class performs assessment on how they like to learn. Teacher & learner co-lead learner conference with parents.	Learner customizes rubrics and demonstrates mastery based on how they learn best. A group of learners changes assessment based on how they like to learn. Learners lead their conferences to showcase mastery.
After-school and extra-curricular activities available based on funding.	Extended learning opportunities available after school where learners pursue their interests.	Learning is based on interests and aspirations, part of community learning projects, and is competency-based, not defined by time or schedules.
<b>Minimum Technology:</b> wireless, COWS, 5:1, lab, interactive whiteboard (IWB), cameras w/ video capability	<b>Minimum Technology:</b> Stage One without labs: 1:1 laptops +/- iPads with Apple TV or other mobile devices	<b>Minimum Technology:</b> Stage Two plus BYOD with apps, tools, and online courses in a Personal Learning Backpack

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