



Personalized Learning Driver Model Action Steps

The steps outlined here are not linear. The purpose of this document is to assist the PL coach to give teachers bite-sized feedback that helps to move their practice from teacher centered to learner centered.

[Link to Driver Model](#)

[Submit Additional Effective Action Steps Here](#)

| Foundational Practices | | | Moving to learner centered | Moving more learner centered | Moving to learner driven |
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| <p><i>Schools are a cohesive community with respect for all members, operating under a common belief system that all learners should have agency, be empowered and supported to meet high expectations.</i></p> | <p>Relationships LEAP Alignment: LE.1, LE.2, LE.3, P.1</p> | <p>All members contribute positively to the school community and work to build trusting, meaningful and authentic relationships.</p> | <ul style="list-style-type: none"> • Determine a time and place for learners to share about themselves at least once per week. • Do a self-audit to ensure you connect with each learner personally every day. • Do a class audit to note how learners encourage each other or cut each other down. Point out how examples lead to positive or negative feelings in the community. • Determine adjustments that can be made within the learning time for learners to build relationships with peers (i.e. start partner work with a team builder question). • Create opportunities for learners to contribute to the shared working norms. • Prompt learners to encourage each other. • Create opportunities for learners to share in the responsibilities of the classroom - class jobs, leading math talks, discussion roles. • Connect to Learner Profiles and Learner Collaboration for additional ideas. | <ul style="list-style-type: none"> • Determine a daily time for a class meeting. Craft questions that allow learners to share experiences, viewpoints, and interests and things happening in their lives. Ensure all voices are heard. • Have learners conduct class audit on how the class encourages each other, report out and revise norms accordingly. • Co-create working norms based on learner needs. Revisit norms as conflicts emerge to ensure learners feel supported and cared for by the community. • Co-design spaces to celebrate learner progress. Incorporate learner preferences in how they want to be celebrated (publicly, privately, notes..) • Invite feedback from your learners on your care, support and challenge for them. • Ensure learners interact with leaders in content areas who reflect their cultural identities. | <ul style="list-style-type: none"> • Incorporate hard conversations in class meetings. Teach learners how to engage respectfully and strengthen relationships through difficult conversations. • Learners develop skills to resolve conflict while strengthening the relationship. Learners address conflict by “standing in each other’s shoes.” • Learners make adjustments for each other’s individual needs when collaborating. • Learners make suggestions to shift classroom environment based on individual and group needs. |

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| | <p>Culture</p> <p>LEAP Alignment: LE.1, LE.2, P.1, P.4</p> | <p>Learners and teachers consistently demonstrate cultural awareness and sensitivity, respect, and empathy.</p> | <ul style="list-style-type: none"> • Set times for your learners and you to share aspects of personal culture that gives you strength and helps you face challenges. Reinforce examples of resilience and growth mindset. • Develop structures to help learners address challenges on their own i.e. “seek the help of others before asking teacher.” Encourage learners to use tools in the room for support, i.e. word walls, conversation starters, sentence stems, clear norms for discussions. • Develop structures to support more difficult conversations, i.e. <i>Restorative Circles</i>. • Invite a colleague or coach to observe for bias, preferential treatment, or cultural blindspots related to learners. Reflect and pivot based on feedback. • Do a class audit to note learners who disengage at different parts of the day. Deepen your understanding of reasons for why a learner might disengage. Consult colleagues and families for more insights. • Ensure visuals in the room reflect your learners’ home life, favorite activities, cultural role models. • When bias or mean behavior emerges in the classroom, give immediate feedback that helps learners understand the impact of their actions and how to re-engage in a culturally sensitive way. • Plan for learners to engage in diverse forms of expression to include learners’ cultural preferences (e.g., storytelling, co-narration, folktales, call-and-response, show and tell, autobiographies, music). • Address systems of power and privilege in a way that decreases bias and increases equity. | <ul style="list-style-type: none"> • In community meetings, model sharing instances of your own biases and how you shifted to be more inclusive. Request feedback from your learners to uncover blind spots of biases they might feel. Help learners discover and share ways that they can be more inclusive. • Learners and teachers regularly reflect and share about their learning process and strategies that lead to growth. • Teach learners how to use restorative practices to resolve conflict on their own. Check for needs for adult support and agreed upon outcomes. • Utilize learner profiles for learners to discover their preferences, triggers and biases. Invite sharing in class meeting and restorative conversations for learners to learn about each other and respect differences. • Teach learners a process to give/receive meaningful and helpful feedback to peers with time/space for discussion. • Learners express themselves based on cultural preferences (e.g., storytelling, co-narration, folktales, call-and-response, show and tell, autobiographies, music). | <ul style="list-style-type: none"> • Learners actively support one another through the learning process. Learners are able to seek support as they become aware of their strengths and weaknesses. • Learners have tools to address conflicts. Structures are posted, and learners can be heard referring to them through their conversation. • Learners share their perspective and values within the classroom. Learners are aware of others’ experiences and are able to refer to them within the conversations that they are having. • Learners give/receive frequent and helpful feedback with time/space for discussion. • Learners express themselves based on cultural preferences. • Learners identify systems of power and privilege in a way that decreases bias and increases equity. |
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| | <p>Mindset</p> <p>LEAP Alignment: LE.2</p> | <p>Mindsets around the learner agency, the role of the teacher/learner and growth mindset are shared and demonstrated by stakeholders in the learning community.</p> | <ul style="list-style-type: none"> ● Reflect upon your belief that “all learners can learn” and your role in supporting their learning and growth (consult “<i>mindset: The New Psychology of Success</i>” by Carol Dweck). ● Create and reinforce high expectations for learning; teach learners <i>how</i> to reach those high standards. ● Reflect upon the classroom culture - is it one of trust and support, or judgment? ● Teach learners the concept that the “brain is more like a muscle,” and that it grows through practice and learning new things. ● Reinforce that effort is the road to mastery. ● Teach learners to embrace and persist through challenges to learn and grow. How do you support them with feedback and a plan to work through those challenges? ● Positive behavior incentives are linked to learners’ efforts. Specific feedback on effort and strategies accompanies incentive. ● Embed study skills into lessons - how should learners approach success? <p>Recognize these learner fixed-mindsets:</p> <ul style="list-style-type: none"> ● Learner may refuse to try because effort “won’t make a difference. ● Learner seeks to be right v. examining the deeper meaning to solve a problem ● Learner may not be application driven ● Learner may quit if not being praised for correctness. <p>Mindsets in the classroom</p> | <ul style="list-style-type: none"> ● Create a system to give and receive feedback, teach learners how to accept constructive feedback and apply it. ● Create opportunities for learners to reflect upon goals and progress, recognize gaps in learning, and co-create a plan to fill gaps and meet goals. ● Create a culture of improvement: Learners utilize multiple drafts or attempts at solutions and feedback. ● Learner examines and critiques multiple ways to solve problems ● Praise effort and the process, not correctness. ● Ask learners to reflect on their process and adapt as necessary. ● Behavior incentives shift from rewards to learner chosen recognition for goals accomplished. | <ul style="list-style-type: none"> ● Learners analyze their success and that of others for inspiration and lessons. ● Learners take risks and go the extra mile to achieve any goal set. They encourage their peers to take risks. ● Learners reflect on their risk taking and their ability to “fail-forward.” They show greater resilience due to their understanding of how they overcame previous experiences. ● The grading system reflects a growth mindset. Learners have multiple re-do opportunities. ● Learners work with others collaboratively and reflect with others to improve their process. ● Learners work based on intrinsic motivation, not external praise. |
| | <p>Metacognition</p> <p>LEAP Alignment: I.2, I.5, I.6, I.7</p> | <p>The processes used to plan, monitor, and assess one’s understanding and performance.</p> | <ul style="list-style-type: none"> ● Learners name scholarly behaviors they can cultivate that increase their success in school (personal success factors, habits of success) and can name actions associated with each. ● Ensure that purpose of | <ul style="list-style-type: none"> ● Prepare lessons to deepen learners understanding of scholarly behaviors and make explicit connections between future learning and current learning. ● Learners articulate when/how they | <ul style="list-style-type: none"> ● Learners articulate how scholarly behaviors have contributed to their success. ● Learners utilize reflection time to set goals, monitor progress and conference with teacher(s). |

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| | | <p>Metacognition includes a critical awareness of a) one's thinking and learning and b) oneself as a thinker and learner.</p> | <p>learning/lesson and goals for performance are always clear, visual and accessible for learners.</p> <ul style="list-style-type: none"> • Allow weekly opportunities for learners to reflect upon their learning and progress towards goals for performance. Learners begin to plan a response to setbacks. • During formative assessment, ensure the time and space for immediate, specific feedback. • Model the thinking processes and self-reflection necessary for learners to take advantage of opportunities listed above. | <p>have demonstrated scholarly behaviors.</p> <ul style="list-style-type: none"> • Learners demonstrate some persistence and shift strategies to complete the task with teacher coaching. • Learners develop a toolbox of multiple responses to setbacks and can diagnose the potential causes. • Make short and long term learning outcomes transparent to students in multiple ways • Incorporate self-assessment and peer assessment using rubrics into all formative assessment. Model and support the thinking processes and reflection necessary to apply the rubrics successfully. • Provide immediate, specific feedback with and provide time for learners to revise their work. • Teach learners and allow opportunities for learners to plan approaches to tasks, monitor activities during learning, and evaluate outcomes against rubrics or other specific criteria. | <ul style="list-style-type: none"> • Learners advocate for the assistance and support they need (academically, socially, emotionally) • Learners persist and shift strategies to address difficult challenges. • Learners reflect and consider multiple responses to setbacks and diagnose potential causes with skill. • Plan activities and opportunities for learners to think strategically and problem-solve, plan, set goals, select strategies, organize ideas, and evaluate what's known and unknown. • Incorporate opportunities for learners to self-reflect on their contributions to both team success and individual learning. Allow them to teach others, critique and make thinking process visible. |
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| Learner Paths | | Teacher Driven to Learner Centered | Learner Centered 2 → Learner Centered 3 | Learner Centered 3 → Learner Driven | |
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| <p><i>Learners have a deep understanding of their own assets, needs and interests and use this information to create and monitor learning profiles and progress monitoring.</i></p> | <p>Learner Profile Data</p> <p>LEAP Alignment: LE.1, I.1, P.1, P.2, I.5-I.7</p> | <p>Learners, teachers and families understand each learner's assets, interests, and needs and use this information along with outcomes data to personalize learning and to drive learning.</p> | <ul style="list-style-type: none"> ● Collect all current information you have about your learners into one place and review (academic, behavioral, social/emotional, family history, etc.). Determine additional information needed. ● Utilize Google Classroom or Schoology as a system for learners' to create their own learner profile that is accessible to you. Have learners complete a learner preference inventory. Leave space to expand and adjust on preferences as needs arise. ● Review full learner profile information and regularly use it to guide instruction, set up groups, design assignments, etc. ● Introduce learner profiles to families and ask for guardians to respond to a survey about child's strengths, interests, challenges. ● Implement self-reflection tools so learners regularly reflect on non-cognitive skills that help them achieve academically (i.e. Character Report card of personal success factors: grit, self-control, etc) ● Make instructional decisions based on four diverse learner profiles and develop a class snapshot | <ul style="list-style-type: none"> ● Create plan for more frequent collection and updates of learner profile information (minimum: 3x/year). ● Learners update their profiles with teacher guidance. ● Observe learners at work and help them name their strengths and work style preferences. Add information to learner profile. ● Learners identify strategies and skills with the teacher to create action steps for their personal learning plan. ● Provide learners with ongoing access to their data to help identify academic and non-academic needs. ● Partner with learners to reflect upon and document their own learning needs and progress. ● Ensure families understand the profile and include their input. ● Set up learner profile sharing structures so learners can share with specials teachers or their next grade teachers. ● Leverage an online portfolio system for formalized documentation of learners' artifacts and experiences. | <ul style="list-style-type: none"> ● Ensure all stakeholders are aware of and have the ability to provide input on the profiles. ● Create opportunities for learners to self-evaluate on a weekly basis. Learners update their learner profile information as they learn more about themselves with the teacher as their partner. ● Learners apply innovative learning strategies to redesign and achieve their goals. ● Provide opportunities for learners to advocate for themselves using their learner profile (e.g. proposing demonstrations of learning, leading, learner-led conferences, participating in IEP meetings). ● Conduct observations and assessments to confirm learners' current academic level and their response to varying levels of academic challenge ● Encourage and model articulation of interests, needs, and strengths to inform future learning. |
| | <p>Goal Setting & Progress Monitoring</p> <p>LEAP Alignment: P.2, I.1, I.6, I.5, I.7</p> | <p>Learners and teachers regularly co-create goals and monitor progress.</p> | <ul style="list-style-type: none"> ● Review available learner profile information and set academic and non-cognitive skill goals for each learner. ● Ensure learners and their families understand learners' goals. ● Create system for monitoring learner progress toward goals ● Model and explain what goals are and why/how we progress monitor. ● Support learners in developing and practice self-assessment strategies. | <ul style="list-style-type: none"> ● Collaborate with learners to set SMART goals for academics and soft skills (or personal success factors) and to create a plan for monitoring progress toward those goals. ● Introduce data notebooks (or another tool) as a space for learners to track their goals, learning plan and progress. ● Help learners recognize how they can use their strengths to reach their goals and overcome challenges. ● Partner with learners to establish a timeline and a plan for monitoring progress towards goals. | <ul style="list-style-type: none"> ● Support learners to lead the creation of daily SMART goals that are linked to long term (monthly+) goals. Ensure learners have a plan for monitoring progress toward those goals. ● Support learners to make adjustments to their goals as needed and identify strategies to meet their goals. ● Encourage learners to reflect and report on effort and strategies leveraged in meeting goals. ● Meet regularly with learners to check in on goal progress and provide feedback. ● Provide space, time, and resources for |

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| | | | <ul style="list-style-type: none"> Regularly share learner progress with learners and their families. Model data analysis, how to identify growth and challenges and set new goals and action steps. Support learners to develop short term (daily) goals. | <ul style="list-style-type: none"> Meet with learners regularly to discuss their goal progress and provide feedback. Model examining data, discussing progress and making adjustments to goals and strategies as necessary. Ensure families are aware of and have opportunities to provide input on goals and learner progress toward meeting goals. Support learners to develop middle-term (multi-day or weekly) goals. | <p>learners to provide each other feedback on goal progress, to support one another with data analysis, etc.</p> <ul style="list-style-type: none"> Ensure families have opportunities to provide input on goals and are empowered to support their learners to meet their personalized goals. Support learners to take the lead at conferences with their teachers and families. |
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| Evolving Learner and Teacher Roles | | Teacher Driven to Learner Centered | Learner Centered 2 → Learner Centered 3 | Learner Centered 3 → Learner Driven | |
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| <p><i>Learners demonstrate agency and teachers are facilitators of learning, creating a classroom culture and forming relationships that support all learners. Learners leverage metacognitive skills and collaboration opportunities to drive their own learning.</i></p> | <p>Learner as Lead, Teacher as Facilitator</p> <p>LEAP Alignment: I.6, I.1, I.3, I.8</p> | <p>Learners exercise increased control and responsibility for their learning, and teachers serve as guides by providing support structures and processes.</p> | <ul style="list-style-type: none"> Create structures for learners to have voice in the design and ongoing improvement of the class. Provide choice menus for learners to engage with learning in different ways. Hold learners accountable with exit tickets. Elicit learner desires for partners they want to work with. Develop learners understanding of agency and how their choices affect their outcomes. Begin units with K-W-Ls to find out what learners want to know. Survey learners to get input and feedback. Design universal instructional methods and materials and guide learners to set goals in their personal learning plan. Revise instructional tasks, lessons and projects to give learners voice and choice. Adapt formative and summative assessments to increase choice and relevance for students. | <ul style="list-style-type: none"> Offer choices that are designed according to learner interests and questions. Allow learners to propose new activities to add to the menu. Learners co-design classroom spaces to reflect personal needs and work style preferences. Learners share evidence of learning with peers and teacher. Learners propose solutions to challenges in the classroom. Collect data on learner engagement and collaboration and adjust as needed. Help learners to understand how they access, engage and express their learning and give them opportunities to write this in their personal learning plan. Assume an inquiry stance to deepen your understanding of where learners are, what strengths to build upon, how to most effectively identify and respond to needs, how to optimize the impact of learning experiences that nurture curiosity and foster growth. | <ul style="list-style-type: none"> Learners identify problems and generate solutions for them. They advocate for change inside and outside of the school. Learners choose goals and design challenging learning experiences based on interests, talents or aspirations. Learners regulate behaviors and emotions to reach goals. Learners self-direct how, when and where they monitor, adjust learning goals. Learners design assessments and expositions of learning to share learning with families, peers and the community. Partner with learners to explore ways to modify or vary content to align with their interests, strengths and needs. Partner with learners to identify the most suitable learning modality for their current academic goals (e.g., class, groupings, activities, software) Guide learners to generate questions that lead to further curiosity and/or self-directed learning Encourage learners to independently |

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| | | | <ul style="list-style-type: none"> • Lead learner conferences with parents. Ensure learners have specific next steps. | <ul style="list-style-type: none"> • Learners contribute to design of lessons, projects and assessments based on interests and questions. • Learners contribute to the design of peer and self-assessment strategies. • Learners lead conferences with parents. • Regularly confer 1:1 with learners and build their capacity for agency through scaffolding and meditative questioning | <ul style="list-style-type: none"> • problem-solve by seeking help from peers, technology and other sources • Provide an online database of sites to enable self-discovery. • Participate in personalized professional learning to build skills in response to the needs of their learners. |
| | <p>Learner Collaboration</p> <p>LEAP Alignment: I.8, I.2, I.5, I.7</p> | <p>Learners work collaboratively to achieve their learning goals.</p> | <ul style="list-style-type: none"> • Use learner profiles to create groups in your classroom. • Teach learners how to work in group. Model roles. • Develop a collaboration rubric for groups to self-assess their level of collaboration. • Embed relationship building activities with learners to build relationships with their peers. • Hold learners accountable with strategies like “teach your class this” Allow time for practice. • Develop a protocol for peer feedback. Practice. • Reflect on group processes, study what works and doesn’t and adjust the next collaboration activity. • Introduce accountable talk stems for students to agree and disagree respectfully. | <ul style="list-style-type: none"> • Enable learners to choose partners based on goals and needed expertise. • Co-design norms for collaboration and division of work. Practice with smaller learning tasks before moving to group projects or assessments. Allow learners to propose solutions to challenges. Groups regularly self-assess and adapt norms as needed. • Create group activities that allow learners with different strengths to exercise their strengths and develop their interests. • Expect learners to provide helpful feedback. Observe feedback and monitor that it is helpful. Use fishbowls for peers to demonstrate giving meaningful feedback. • Introduce socratic seminars and philosophical chairs. • Co-design rubrics with learners based on exemplary work. | <ul style="list-style-type: none"> • Provide time and space for learners to engage in authentic collaborative activities. • Connect learners to social networks of peers, including on-line forums of peers with shared interests (affinity groups) • Ensure learners stay open to multiple perspectives, have the ability to establish consensus and put the success of the group ahead of their own interests. • Learners establish team roles and responsibilities based on group needs and learning outcomes. • Ensure learners have skills to proactively resolve conflicts. • Groups use group reflection form to analyze their strengths, struggles, and to note how they overcame challenges. They determine how the group can work better going forward. • Groups uses tuning protocols to strengthen quality of group work. • Learners design rubrics to indicate understanding of quality. |

| Strategic Resource Use | | Teacher Driven to Learner Centered | Learner Centered 2 → Learner Centered 3 | Learner Centered 3 → Learner Driven | |
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| <p><i>Learners adapt their use of space, technology, and time and develop community partnerships to meet their learning goals and improve the learning process.</i></p> | <p>Strategic Space</p> <p>LEAP Alignment: LE.4, I.6</p> | <p>Learners and teachers design and use space to support learners' needs and preferences.</p> | <ul style="list-style-type: none"> Define learning zones (ex. Independent area, collaborative, presentation etc.) based on class snapshot. Introduce learners to learning zones and how they can use the space. State the purpose for each zone, model use of different learning stations, have learners practice appropriate use of space.. Set classroom expectations on use of space including when and how learners can appropriately use specific parts of the environment for what goal and what task Design a schedule that includes rotation through learning zones List materials and resources needed at each learning zone Coach learners to use specific zones based on their learning goals.. | <ul style="list-style-type: none"> Co-design the classroom learning spaces with multiple learning zones.. Empower learners to choose their best learning place and medium to work on their goals. Co-create classroom norms for use of space Learners co-determine learning materials with teacher | <ul style="list-style-type: none"> Create opportunities for learners to have voice and choice in where they engage in learning- inside or out of the classroom. Learners lead the development of classroom expectations on use of space and adapt as needed. Learners determine necessary materials based on learning styles and learner goals. Learners may work with others in other classrooms. |
| | <p>Strategic Tech</p> <p>LEAP Alignment: I.2, LE.4, I.6</p> | <p>Learners and teachers utilize technology as a resource to expand and deepen the learning experience and outcomes.</p> | <ul style="list-style-type: none"> Review learner profile information to understand which of your learners prefer to use technology and in what circumstances/for what purpose. Provide choice for students to utilize technology or other learning modalities. Create a menu of reading and math websites for students to use independently during guided reading or math stations. Utilize Google Classroom and/or Schoology to provide assignments to learners. Utilize projection tools to study learner work with the class and provide feedback. Leverage technology to provide experiences (ex: virtual field trips). | <ul style="list-style-type: none"> Work with students to design inquiry questions they want to research online. Teach students how to use search engines effectively. Connect learners with others around the world for on-line collaboration and an authentic audience. Embed video tutorials (i.e. Khan academy) in Google classroom lessons for learners to see demonstrations and hear explanations from a variety of sources. Flip the classroom. Provide students with video tutorials to view at home. Use class time to practice and collaborate. Provide students with choices on how to demonstrate learning using technology (i.e. make a podcast, present learning using PowerPoint or Prezis) | <ul style="list-style-type: none"> Empower learners to make strategic choices about how and why they use technology to meet their learning goals. Leverage technology to enhance the learning experience in ways not possible without it (ex: video conferencing with experts to share a final project, collaborating in real-time with a peer in another location, etc.). Develop rotations so groups work with teacher, collaborate and have independent learning experiences supported by technology. |

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| | <p>Strategic Time</p> <p>LEAP Alignment:</p> | <p>Learners and teachers capitalize on academic needs through innovative uses of time within the school day.</p> | <ul style="list-style-type: none"> ● Increase time spent in personalized learning opportunities (small group instruction, peer work time, individual work time, etc.) ● Build in time for revision. ● Model effective time management with learners to allow learners to lead their independent time effectively. ● Adjust classroom schedule to maximize engaged learning time ● Solicit learner feedback on schedule. ● Learners' needs for stability, care, and focused successful learning are met. Transitions are minimized for students who need greater consistency. ● Be inspired by promising practices of schools who have used time strategically. | <ul style="list-style-type: none"> ● Implement a data cycle with learners to gather empirical data around their learning preferences based on time. ● Co-design the schedule to maximize learner voice and meet learner needs. ● Provide flexible time to allow learners to struggle/work on an instructional task or project for an extended period. ● Coach learners to use time strategically to meet learning goals. ● Learners use revision windows to improve quality of their work and apply it to new contexts. | <ul style="list-style-type: none"> ● Learners utilize their PLP to set goals for their learning each day and set their own schedule based on the standards that must be learned. ● Learners determine how much time they need to demonstrate a competency on a standard, with teacher input. ● Flex content time blocks to allow for interdisciplinary connections and projects. |
| | <p>Strategic Community</p> <p>LEAP Alignment: LE.1, P.4</p> | <p>Learners and teachers use community resources and partnerships (families, local businesses, non-profit organizations etc.) to support relevancy and personalization.</p> | <ul style="list-style-type: none"> ● Plan field trips to launch units and enhance learning experiences ● Survey learners to determine community experiences they would like to have. ● Survey families to discover careers, interests, hobbies that might interest the learners. ● Do a neighborhood walk with the class to identify local businesses or community issues. ● Determine local connections with curricular themes. Invite community members to address topics from their point of view or expertise. ● Identify Talent for Community Partnerships - consult CEI Toolkit ● Suggest extra-curricular activities that align with learner profiles. | <ul style="list-style-type: none"> ● Develop problem based learning units that give learners the opportunity to study community problems and propose solutions. ● Consider how to evaluate the program's success in general and specifically the role played by the community, including feedback from community partners ● Co-design norms and strategies for engaging community members. ● Empower learners to develop personal questions to interview or engage community members. ● Work together to identify community experiences that align with career, college and personal goals. ● Identify indicators of impact of community partnership to watch for in students. Consult CEI Toolkit | <ul style="list-style-type: none"> ● Learners identify community partnerships that interest them and link to their learning. ● Learners are not limited by the school day or school programs when a community resource is needed for learning ● Learners create a guest book with resources and instructional standards that guide them for years to come and build a bank of resources for the school. ● Gather data to ensure that the community resources are providing a benefit to the learner academically, social emotionally ● Learners self-select extracurricular experiences to further career, college or personal goals. ● Support learners' communication with professionals in their field of interest. ● Plan for obtaining sustainable funding. Consult CEI Toolkit |

| Developing & Demonstrating Competencies | | | Teacher Driven to Learner Centered | Learner Centered 2 → Learner Centered 3 | Learner Centered 3 → Learner Driven |
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| <i>Learners progress based on transparent assessment, grading, and authentic demonstrations of learning.</i> | Competency Based Progression | Learners are able to progress at their own pace based on demonstrated competencies. | <ul style="list-style-type: none"> • Use learner profiles and assessment data to identify each learner’s prior knowledge and learning needs. • Cluster learners based on similar prior knowledge and learning needs. • Ensure learners can articulate how the daily objectives connect to a larger purpose. • Plan backwards from standards, to develop a learning progression of necessary knowledge and skills learners must master to demonstrate the standard. • Adjust groups when individual learners show progress at different rates. • Create a tic-tac-toe board of learning activities aligned to standards to allow learners choice and the ability to progress through a set of activities at their own pace. • Ensure learners know cognitive skills and non-cognitive skills they are working on. | <ul style="list-style-type: none"> • Assess learners during the first parts of any lesson/unit to compact or extend learning based on needs. Continue with dynamic, fluid grouping changes to prevent “tracking”. • Coach learners to articulate where they are in the learning progression and what their next steps are. • Use formative assessment and learner feedback to enable advancement if a learner has mastered the objective needed to move onto the next objective. • Create systems of practice and assessment that allow students to know their progress and to work asynchronously. • Co-determine the pace of progress and what happens when learners take a longer or shorter time than peer. Build in time for revision. • Create an organized and accessible system for tracking evidence of learning (e.g., performance, assessment, credits and competency progression). Use Schoology for digital portfolios or a learning management system such as Summit Learning Platform. • Change classroom policies for learning recognition and progression that take into account varying speeds of learner competency. • Provide learners with copies of competencies and learning progressions to keep in their digital data binder (I Can statements are helpful for younger learners). Learners record when each standard/objective is taught, learned, mastered, etc. • Build in time for learner reflection and goal setting. Create standard procedures for monitoring personal progress in learning (wall charts, data notebooks, information system). | <ul style="list-style-type: none"> • Learners articulate short- and long-term learning goals that are appropriate for learners’ current academic levels. • Coach learners to self-reflect on their current level of competency and create a plan to reach goals. • Model strategies for learners to confirm their level of competency prior to formal assessments (peer teach, pre-test, etc.). • Provide multiple opportunities or paths for learners to disseminate learning on their own. • “Stack lessons” so learners can produce regular or advanced work. |
| | LEAP Alignment: I.6, I.1, I.7, I.5 | | | | |

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| | <p>Demonstration of Learning</p> <p>LEAP Alignment: I.7, I.5, I.1, I.2</p> | <p>Learners demonstrate learning through a variety of authentic means that support increasing levels of rigor.</p> | <ul style="list-style-type: none"> ● Identify opportunities for learners to create projects that incorporate their identity and culture for an authentic audience. ● Design learner profile questions to help learners understand how different types of demonstrations align with their personality, interests & strengths (ex: How do you like to share information?) ● Plan for learners to address real world issues in their projects. ● Provide learners with opportunities to communicate with professionals in their field of interest. ● Create rubrics based on the learning objective(s) with clear expectations regarding quality. ● Create a menu of demonstration options that allow learners to provide evidence of their learning in a variety of ways. Coach learners around the best demonstration options based on their PLP. ● Design an exhibition of learning for learners to present projects. ● Create time and space for learners to self-evaluate on cognitive and non-cognitive skills. | <ul style="list-style-type: none"> ● Co-design with learners multiple ways for demonstrating competency with standards. ● Co-determine expectations for quality and application of learning. Co-create rubrics. ● Co-design projects with your learners to incorporate their identity and culture and demonstrate their learning for an authentic audience. ● Calibrate with colleagues to ensure you are truly meeting the depth of knowledge of the standard based on released items. Teach learners to understand and incorporate the information into their learning. ● Ensure learners demonstrate their learning in multiple ways. ● Provide learners with on-demand access to formative assessments and support to determine appropriate readiness for summative assessments. ● Leverage Schoology and/or Google Classroom with learners to capture multiple forms of learning and build an ePortfolio. ● Partner with learners to select the content, product or process they use to demonstrate proficiency, as well as devise the methods that will be used to show evidence of their learning. ● Co-create opportunities for learners to apply learning real world contexts. ● Learners understand their zone of proximal development and seek help to address gaps in their skills. | <ul style="list-style-type: none"> ● Establish a process for daily check-ins with learners to see how they are progressing. ● Allow learners flexible, ongoing and multiple opportunities to demonstrate competency. ● Learners determine how they demonstrate learning through performance tasks and/or assessments. ● Learners design their own projects that incorporate their identity and culture for an authentic audience. ● Provide learners with on-demand access to assessments. ● Leverage digital platforms and multimedia to capture multiple forms of learning and build an ePortfolio. ● Provide support for learners to select the content, product or process they use to demonstrate proficiency. ● Expect learners to address real world issues in their projects. ● Ensure all stakeholders understand expectations for quality and application of learning. ● Teachers and learners use online tools to monitor progress and respond based on learning and progress. ● Learners have access to flex hours for additional instructional support most days in the week. ● Learners demonstrate strong and effective presentation skills in a variety of settings. |
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