

Personalized Learning

School Board Meeting
November 12, 2015

ACPS Vision

All learners believe in their power to embrace learning, to excel, and to own their future.

To do this, it is essential for students to own their learning to the greatest extent possible.

Definition

According to the [US Department of Education](#), personalized learning is defined as adjusting the pace (individualization), adjusting the approach (differentiation), and connecting to the learner's interests and experiences. Personalization is broader than just individualization or differentiation in that it affords the learner a degree of choice about what is learned, when it is learned and how it is learned. The rhetoric is often phrased in terms of learning experienced anytime, anywhere or any place.

Differentiation, Individualization, Personalization

Three Examples from the [Chart](#)

Personalized Learning	Differentiated Learning	Individualized Learning
The Learner...	The Teacher...	The Teacher...
drives learning.	provides instruction to groups of learners.	provides instruction to an individual learner.
connects learning with interests, talents, passions, and aspirations.	adjusts learning to learning needs for groups of learners.	accommodates learning needs for the individual.
demonstrates mastery of content in a competency-based system.	monitors learning based on the Carnegie unit (seat time) and grade level.	monitors learning based on the Carnegie unit (seat time) and grade level.

Key Considerations for Personalized Learning

We should...

- align curricular mastery to an individual student's pacing needs;
- ensure division-wide equity of access to digital resources;
- use student progress monitoring to further differentiate and individualize instruction;
- provide a role for the student in progress monitoring;
- provide professional development that supports staff to create and use strategies to personalize curricula, assessment, instruction.

Guidelines for Graduation Requirements: Local Alternative Paths to Standard Units of Credit

(Alternatives to the 140-Clock- hour Requirement) Adopted
October 22, 2015

Memo #271-15

Next Steps - For Board & Staff Consideration

- Seek funding to further expand personalized learning opportunities for high school students
- Monitor and report impact of intervention strategies on student growth progress (output) and strategies that teachers use to engage students in owning their learning (input)
- Monitor and report progress of virtual learning, digital integration, and Broadband access initiatives
- Seek increased funding for professional development that supports expertise in implementing personalized learning
- Continued development of student portfolios to document personalized learning
- Development of guidelines, procedures, and processes for local alternative paths to standard units of credit

Questions and Next Steps

