Stages of Personalized Learning Environments (Version Two)

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 learner-centered where teachers and learners co-design learning. Stage Three is when learners design and drive their own learning.

Stage One Teacher-Centered with Learner Voice and Choice	Stage Two Learner-Centered with Teacher and Learner as Co-Designers	Stage Three Learner-Driven with Teacher as Partner in Learning
Teacher identifies how each learner learns based on data and/or IEP.	Learner and teacher create learner profile based on how learner learns best.	Learner adjusts learner profile by recognizing how their learning changes.
Teacher makes decisions for learners based on their strengths, weaknesses and aptitudes.	Teacher and learner determine strengths, weaknesses and aptitudes to develop skills to support learning.	Learner articulates strengths, weaknesses, aptitudes, passions, and is an expert learner who is motivated and self-directed.
Teacher redesigns the learning environment by changing the physical layout of the classroom.	Teacher and learners co-design the learning environment with multiple learning zones.	Learner designs their blended learning environment using multiple resources from the larger community.
Teacher universally-designs instruction and materials. Teacher guides learner in establishing learning goals.	Teacher and learners decide on the multiple ways to access information and to express what they know based on each learner's learning goals.	Learner self-directs their learning and selects learning opportunities based on their learning goals and feedback from peers, guides and facilitators.
Teacher creates projects and activities that encourage learner voice and choice.	Teacher and learners co-design projects and activities that include learner voice and choice.	Learner designs challenging learning experiences based on interests, aspirations, and talents.
Teacher designs formative and summative assessment strategies. Teacher leads learner conferences with parents.	Learner contributes to the design of assessment strategies. Teacher and learner co-lead learner conferences with parents.	Learner designs performance assessment and leads exhibition of evidence of learning to a wide audience that includes parents, peers, facilitators, and community.
Teacher is introduced to competency-based learning. Learning is still part of a standards-driven, time-based grade level system.	Teacher and learners transition to a competency-based system where learners begin to demonstrate mastery of learning standards in a grade-level system.	Learners learn at their own pace and move on when ready by demonstrating mastery of required competencies. Formalized learning is not time-based and can happen anywhere at anytime.
After-school and extra-curricular activities available based on funding.	Extended learning opportunities are offered after school and, for some projects, during school.	Extended and experiential learning opportunities are offered anywhere anytime.
Teacher integrates technology into the curriculum to instruct all learners.	Teacher and learners use technology to access content, collaborate, and publish work primarily in school.	Learners use technology to collaborate, create, and publish and have support from community & guides anywhere at anytime.
Minimum Technology: wireless infrastructure, 5:1, projection system, cameras	**Minimum Technology:** Stage One moving to 1:1 laptops and/or 1:1 mobile devices	**Minimum Technology:** Stage Two moving to 1:1 Bring your own Device (BYOD)