Overview

What is personalized learning, and what does it look like in practice?

At LEAP Innovations, we’ve considered this question a great deal as we work with educators to innovate in their classrooms. What are the core components of a truly learner-centered approach, and how do these translate into strategies for creating this experience for learners?

Originally released in 2016, we developed the LEAP Learning Framework alongside teachers, school leaders, and other national experts in order to answer these questions, and to provide educators with a clear definition of personalized learning and the strategies to put it into practice.

A year later, we’re excited to release our second edition. What’s different? In this edition of the framework, we’ve include strategies for LEAP Learner Connected, which detail how learning can transcend the classroom in relevant and valued ways, connected to families, educators, communities and networks. To develop these strategies, we assembled a special working group of leading connected learning experts from across the country. You’ll find their names in the Acknowledgements section of this document.

Included with the framework is a growing sample of strategies for each core component, designed for school-based educators, to help them create personalized learning experiences for their students. Also new in this edition, across all four core components, are examples for each strategy, making the shift to personalized learning more tangible and actionable for educators.

We have also continued our work on the LEAP Personalized Learning Surveys – for teachers and for students – to help measure the degree of personalization in the classroom, and how this changes over time. Both surveys were developed with the highest standards in partnership with American Institutes for Research, an independent behavioral and social science research and evaluation organization. Both were piloted with Chicago teachers and students, and were further informed by expert-teacher focus groups, as well as interviews with students and teachers to check for understanding and look for biases. These surveys are available as a resource to personalized learning classrooms and schools across the country. Already, more than 12,500 student surveys and 2,000 teacher surveys have been completed across the country.

Using the data from these surveys, we have developed a set of national standards for personalized learning. These will help us further inform measurement of personalized learning, as well as capture and codify best practices for the field. By measuring teacher practice, student experience, and change over time using our survey and observation data, we’ll be able to better identify indicators of personalization in a classroom. Using these indicators, we’ll be able to create better causal connections between personalized learning practices and student outcomes, providing valuable data back to the field and the practitioners themselves on which practices can make the most difference.

Ultimately, we believe that personalized learning at scale can be the game-changer in helping all students reach their full potential. As we learn more, and the field of personalized learning continues to evolve, so will we. We welcome your feedback at hello@leapinnovations.org.
LEARNER CONNECTED
Learning transcends location in relevant and valued ways, connected to families, educators, communities and networks

Learner Connected: Anytime, Anywhere and Socially Embedded
Learners collaborate with peers, family, educators, and others; cultivate meaningful relationships; advance personal opportunities through connections; engage in real-world experiences to develop academic knowledge, community engagement, workplace experience and global citizenship; and earn valued recognition for all demonstrated competencies (regardless of where and when it happens).

LEARNER FOCUSED
Empower learners to understand their needs, strengths, interests and approaches to learning

Learner Focused: Tailored Learning Experiences
Learners develop a deep understanding of needs, interests and strengths around academics, health & wellness, social-emotional development, culture & language, living situation, and cognitive skills; and they experience learning that is relevant, contextualized and designed for their individual needs, interests and strengths.

LEARNER DEMONSTRATED
Enable learners to progress at their own pace based on demonstrated competencies

Learner Demonstrated: Competency-Based Progression
Learners begin at a level appropriate to their prior knowledge and learning needs; engage in productive struggle; progress at a pace that fits their learning needs; demonstrate competency when ready; demonstrate evidence of learning in multiple ways; and receive recognition based on demonstrated competency, not seat time.

LEARNER LED
Entrust learners to take ownership of their learning

Learner Led: Learner Agency
Learners co-design their learning experiences; articulate their interests, strengths and needs; assess, monitor and reflect on their own progress; partner in setting their learning goals and plans; and advocate for support from teachers, peers, technology and other sources.
CORE COMPONENT

Learner Connected: Learning transcends location in relevant and valued ways, connected to families, educators, communities and networks

ELEMENTS OF LEARNER CONNECTED

LEARNERS...

- Collaborate with peers, family, educators and others
- Cultivate meaningful relationships
- Advance personal opportunities through connections
- Engage in real-world experiences through multiple mediums to develop:
  - Academic skills & knowledge
  - Community & civic engagement
  - Workplace experience
  - Global citizenship
- Earn valued recognition for all demonstrated competencies (regardless of where and when it happens)
Strategies for being Learner Connected

CORRE COMPONENT
Learner Connected: Learning transcends location in relevant and valued ways, connected to families, educators, communities and networks

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How might educators support learners in...
Collaborating with peers, family, educators and others?

STRATEGIES
Create projects and activities that require family/caregiver participation
Example: A teacher creates an at-home, place-based project in which the learner must collaborate with caregivers to identify an issue and design a solution.

Leverage internet-based tools that enable synchronous school-home sharing of learning, data and progress
Example: A teacher uses a digital ePortfolio platform with parent access to have learners capture their experiences, progress and performance on a daily basis to spark new conversations between home and school.

Work with parents/caregivers to ensure that the learner has the supports and opportunities needed for learning
Example: A teacher meets with parents a few weeks prior to school to discuss the learner’s needs across all aspects of Learner Focused and collaborates with school staff and third-party organizations to connect the family to a custom suite of support for the learner.

Regularly re-sort teams based on diversity, choice and interests
Example: A teacher changes the grouping strategy for every project throughout the year to avoid unintentional tracking and increase how well learners know each other.

Set expectations and support for the development of “team” skills (e.g., negotiation, conflict resolution, giving and receiving feedback, and assertion)
Example: A teacher shares a formal rubric of team skills that teammates on a project then use to score each other for formative feedback.
Strategies for being Learner Connected

CORE COMPONENT
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HOW MIGHT EDUCATORS SUPPORT LEARNERS IN...
Cultivating meaningful relationships?

STRATEGIES
Establish a daily journal or reflective practice that is shared with parents and teachers
Example: A teacher has all learners complete a daily reflection that is shared through an online platform with his/her family and teacher.

Develop planning templates for learner, family and community-initiated experiences that specify how to interact with other networks
Example: A teacher creates a guided template to scaffold the process of reaching out to family members and contacts for support on a project.

Hold community meetings across the school to celebrate and share
Example: The art department runs monthly gallery walks for the entire school to see each other’s work and provide feedback to each other.

Create zones of safety that provide scaffolding for pursuing new relationships and opportunities
Example: A teacher mentors a learner through the process of contacting a company for an internship and pursuing the opportunity, offering constructive feedback along the way.

Create safe communities of practice for peers dealing with the same issues to provide support to one another
Example: A teacher creates a community of practice consisting of learners who have younger siblings for them to discuss and share experiences as older brothers and sisters.
Strategies for being Learner Connected

**CORE COMPONENT**
Learner Connected: Learning transcends location in relevant and valued ways, connected to families, educators, communities and networks

**ELEMENTS of LEARNER CONNECTED**
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**HOW MIGHT EDUCATORS SUPPORT LEARNERS IN...**
Advancing personal opportunities through connections?

**STRATEGIES**
Provide an online database of sites and partners to learners to enable self-discovery and proactive habits
*Example: Teachers in the department actively curate a list of local and national partners aligned with their curriculum that is shared with learners.*

Develop rubrics to guide habits and reflection of social intelligence
*Example: A team of teachers co-develop a rubric for expected social and empathy skills that learners are assessed and coached on regularly.*

Connect learners to social networks of peers and others with shared interest (affinity groups)
*Example: A teacher connects an interested learner to a trusted neighborhood group focused on urban planning.*

Model skills to locate and manage social connections and proper responses in the professional world
*Example: A teacher incorporates lessons of professional networking to learners prior to the start of a cross-school collaboration project.*

Integrate interviews and other workplace habits and protocols into regular class habits
*Example: A teacher designs a team-based project and has learners interview to be part of different teams, versus being automatically assigned.*
Strategies for being Learner Connected

**CORE COMPONENT**
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**ELEMENTS of LEARNER CONNECTED**
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- Engage in real-world experiences to develop academic knowledge, community engagement, workplace experience and global citizenship
- Earn valued recognition for all demonstrated competencies (regardless of where and when it happens)

**HOW MIGHT EDUCATORS SUPPORT LEARNERS IN...**
Engaging in real-world experiences to develop academic knowledge, community engagement, workplace experience and global citizenship?

**STRATEGIES**

Establish public blogs for sharing of learner work to an expanded audience  
*Example: A teacher creates and co-manages a single classroom blog that showcases outstanding learner work with parents and the public.*

Help learners plan experiences that reflect and expand their personal identity, values and family backgrounds  
*Example: A teacher helps a student who is a recent immigrant to get involved with different cultural activities around the community.*

Create forums for public performances and authentic final products  
*Example: Teachers guide learners through “problem-based” projects that produce solutions for needs in their neighborhood.*

Include working professionals as advisors or establish an advisory committee on the overall curriculum  
*Example: Teachers partner with parents that are healthcare professionals to inform their STEM curriculum.*

Co-design opportunities with learners for advocacy and independent study in the workplace, community and online  
*Example: Teachers partner with advocacy groups and connect learners with those that match their interests.*
Strategies for being Learner Connected

CORE COMPONENT
Learner Connected: Learning transcends location in relevant and valued ways, connected to families, educators, communities and networks

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+ Collaborate with peers, family, educators and others
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+ Advance personal opportunities through connections
+ Engage in real-world experiences to develop academic knowledge, community engagement, workplace experience, and global citizenship
+ Earn valued recognition for all demonstrated competencies (regardless of where and when it happens)

HOW MIGHT EDUCATORS SUPPORT LEARNERS IN...
Earning valued recognition for all demonstrated competencies (regardless of where and when it happens)?

STRATEGIES
Hold public, community-wide gallery walks or themed expos for authentic presentation of work beyond the classroom
Example: At the end of each semester, a summit is held at the local town hall for learners to present developed, new business ideas to local leaders and the public.

Leverage an online portfolio system for formalized documentation of learners’ artifacts and experiences
Example: Teachers across the grade use an online ePortfolio system to have learners capture all work and share it across teachers and with their parents.

Expand dual-enrollment and credit programs with partner institutions and third-party organizations
Example: Teachers formalize dual-credit options with the local community college and professional organizations to help students build their college transcript.

Work directly with outside mentors and experts to identify measurable criteria and how it can be demonstrated
Example: Teachers converse with engineers from a local firm/factory to identify key skills and co-develop how they can be appropriately assessed at the fifth-grade level.

Identify target skills and how gains will be validated
Example: A team of grade-level teachers co-develops a scope of target skills and protocols for assessment and validation during the year.
**CORE COMPONENT**

*Learner Focused*: Empower learners to understand their needs, strengths, interests and approaches to learning

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**ELEMENTS OF LEARNER FOCUSED**

**LEARNERS...**

- Develop a deep understanding of needs, interests and strengths around:
  - Academics
  - Health & wellness
  - Social-emotional development
  - Culture & language
  - Living situation
  - Cognitive skills

- Experience learning that is relevant, contextualized and designed for their individual needs, interests and strengths
Strategies for being Learner Focused

CORE COMPONENT
Learner Focused: Empower learners to understand their needs, strengths, interests and approaches to learning

ELEMENTS of LEARNER FOCUSED
- Develop a deep understanding of needs, interests and strengths around: academics, health & wellness, social-emotional development, culture & language, living situation and cognitive skills
- Experience learning that is relevant, contextualized and designed for their individual needs, interests and strengths

HOW MIGHT EDUCATORS SUPPORT LEARNERS IN...
Developing a deep understanding of needs, interests and strengths?

STRATEGIES
Co-design a milestone map with learners on their past experiences and future goals/dreams
Example: A teacher talks one-on-one with each incoming learner about his/her previous experiences in school and influential moments, and then co-author a shared plan for future goals.

Engage in cultural competence training and actively seek to learn more about the cultures of their learners
Example: A teacher serving a primarily Puerto Rican population actively researches major holidays and traditions and engages with learners and their families to better understand the nuances and values of the cultures.

Review available information regarding learners’ prior academic performance (e.g. testing, work samples and portfolios)
Example: A teacher reviews a historical portfolio of a learner’s prior performance that includes sample work and areas of success or struggle, and reviews it with the learner to confirm the findings.

Conduct observations and assessments to confirm learners’ current academic level and their response to varying levels of academic challenge
Example: A learner takes a pre-assessment before starting a new topic in school, so both the learner and the teacher can see what the learner already knows and what he/she still needs to learn.

Meet regularly with key supporters (parents, teachers, extracurricular staff, therapists, etc.) to inform the strategy for the learner’s development
Example: Learner-led conferences are held prior to the start of the new school year with parents and others to discuss the learner’s needs and co-develop a support plan that is revisited throughout the year.
Strategies for being Learner Focused

CORE COMPONENT
Learner Focused: Empower learners to understand their needs, strengths, interests and approaches to learning

ELEMENTS of LEARNER FOCUSED

- Develop a deep understanding of needs, interests and strengths around:
  - academics, health & wellness, social-emotional development, culture & language, living situation and cognitive skills
- Experience learning that is relevant, contextualized and designed for their individual needs, interests and strengths

HOW MIGHT EDUCATORS SUPPORT LEARNERS IN...

Experiencing learning that is relevant, contextualized and designed for their individual needs, interests and strengths?

STRATEGIES

Redesign curricula and learning experiences to reflect the learners’ cultures and expand their self-awareness
Example: A teacher integrates works of literature that feature protagonists of the same culture or background as different learners in the class.

Create flexible learning environments to adapt to key needs (time, space, content)
Example: A team of teachers removes the doors between their classrooms and changes the furniture layout to create different learning “nooks” and dynamic groupings based on learner needs.

Partner with learners to explore ways to modify or vary content to align with their interests, strengths and needs
Example: A teacher works with her English language learners to incorporate more drawing and sketching of ideas in their science class.

Offer flexible modalities, groupings and times/places for learning to help meet individual learner needs, strengths and interests while balancing these individual needs with the needs of the class community
Example: A teacher has several “centers” set up in his classroom for learners to learn about reducing fractions. They can watch a video, practice with an online program, use manipulatives, work with a partner on a worksheet or do a mini-lesson with a teacher.

Design lessons and information using the principles of Universal Design for Learning, including multiple means of representation to support learners with limited working memory skills
Example: A teacher redesigns content in an English lesson to reduce the number of concepts a learner reads at a single time and shows the target concepts in multiple ways.
**LEARNERS...**

- Begin at a level appropriate to their prior knowledge and learning needs
- Engage in productive struggle
- Progress at a pace that fits their learning needs
- Demonstrate competency when ready
- Demonstrate evidence of learning in multiple ways
- Receive recognition based on demonstrated competency, not seat time

**Learner Demonstrated:** Enable learners to progress at their own pace based on demonstrated competencies
Strategies for being Learner Demonstrated

CORE COMPONENT
Learner Demonstrated: Enable learners to progress at their own pace based on demonstrated competencies

ELEMENTS of LEARNER DEMONSTRATED
- Begin at a level appropriate to their prior knowledge and learning needs
- Engage in productive struggle
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HOW MIGHT EDUCATORS SUPPORT LEARNERS IN...
Beginning at a level appropriate to their prior knowledge and learning needs?

STRATEGIES
Use all available data to determine where a learner falls on the appropriate learning progression for major and sub skills
Example: Teacher and learners regularly review data to set goals and adjust learning and instruction.

Partner with learners to identify the most suitable learning format for their current academic level (e.g., class, groupings, activities, software)
Example: A teacher has regular check-ins with individual learners after learning activities to discuss how successfully they learned something, and what that says for the types of learning activities they should focus on moving forward.

Design learning experiences that explicitly connect new content to prior knowledge and skills
Example: Using a learner profile, a teacher intentionally designs mini-lessons to build upon her learners’ past experiences and strengths.

Articulate short- and long-term learning expectations that are appropriate for learners’ current academic levels
Example: A teacher sets goals with learners on which steps of a project learners will complete in a week.

Assess learners during the first parts of any lesson/unit to determine the starting points on their learning paths, then continue with dynamic, fluid grouping changes to prevent “tracking”
Example: A teacher starts each class with an entrance ticket to check for understanding, and then creates dynamic groups for mini-lessons or independent work that learners can opt into based on their needs.
Strategies for being Learner Demonstrated

CORE COMPONENT
Learner Demonstrated: Enable learners to progress at their own pace based on demonstrated competencies

ELEMENTS of LEARNER DEMONSTRATED
- Begin at a level appropriate to their prior knowledge and learning needs
- Engage in productive struggle
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- Receive recognition based on demonstrated competency, not seat time

HOW MIGHT EDUCATORS SUPPORT LEARNERS IN...
Engaging in productive struggle?

STRATEGIES
Provide feedback that is objective and non-judgmental to reinforce a learner’s sense of control for improving his/her mastery
Example: A teacher eliminates all language from his feedback that denotes fixed conditions such as “you’re smart” or “you’re talented.”

Encourage learners to experiment and try multiple strategies to solve problems
Example: A teacher gives an assignment where learners are assessed not only on successfully solving a problem, but by how many ways they can think of to solve the problem.

Create rigorous learning experiences that involve multiple points of “failure” and require perseverance by learners
Example: A teacher has a board in her room where learners publicly share examples of times they have “failed” and what they learned from the experience.

Encourage learners to reflect and report on effort and strategies as often as reporting on results
Example: A teacher ends every class by having learners publicly share examples of peers putting forth great effort or using successful strategies.

Provide flexible time to allow learners to struggle/work on a problem or project for an extended period of time
Example: A teacher implements a “workshop” block of time each day for learners to work on a range of projects and tasks at their own pace, but with set deadlines to maintain rigorous expectations. It allows learners to spend more time on challenging content and accelerate through easier content based on their skills.
Strategies for being Learner Demonstrated

Core Component
Learner Demonstrated: Enable learners to progress at their own pace based on demonstrated competencies

Elements of Learner Demonstrated
- Begin at a level appropriate to their prior knowledge and learning needs
- Engage in productive struggle
- Progress at a pace that fits their learning needs
- Demonstrate competency when ready
- Demonstrate evidence of learning in multiple ways
- Receive recognition based on demonstrated competency, not seat time

How Might Educators Support Learners in...
Progressing at a pace that fits their learning needs?

Strategies
Create learning menus and vertical alignment of activities
Example: A teacher creates a document listing out multiple activities and sources of information for learning about and practicing a specific learning target. Students then choose which resources to use to reach the given target.

Use formative assessment and learner feedback to enable advancement if a learner has mastered the objective needed to move onto the next objective
Example: Students are allowed to skip a unit test and move on to the next topic if they have shown mastery of the content through earlier quizzes and assignments.

Allow learners to move through content at varied rates regardless of their starting level
Example: A teacher has designated “assessment blocks” during the week when students may take mastery assessments on a topic when they feel ready.

Provide a daily workflow of formative assessment, intervention and feedback to learners
Example: A teacher establishes a transparent system using an online learning management system (LMS) for learners to take micro-assessments, receive or seek support based on results, and get direct feedback from a teacher or peer.

Clarify deadlines about the pace of progress and what happens when learners take a longer or shorter time than peers
Example: As students work through content at their own pace, the teacher provides a suggested pace guide which explains to students by when they should master different concepts. It also explains the different supports that will be given to students who are not keeping up with the pace guide.
Core Component
Learner Demonstrated: Enable learners to progress at their own pace based on demonstrated competencies

Elements of Learner Demonstrated
- Begin at a level appropriate to their prior knowledge and learning needs
- Engage in productive struggle
- Progress at a pace that fits their learning needs
- Demonstrate competency when ready
- Demonstrate evidence of learning in multiple ways
- Receive recognition based on demonstrated competency, not seat time

How Might Educators Support Learners in... Demonstrating competency when ready?

Strategies
Offer learners opportunities to gauge and discuss their readiness for demonstrating competency
Example: A teacher offers learners “Checks for Understanding” throughout a unit, where learners can self-assess on how much they understand so far. They then discuss with a partner what they know and what they need to go back and learn some more.

Allow learners flexible, ongoing and repeated opportunities to demonstrate competency
Example: A teacher creates a system so if learners don’t “pass” on an attempt, they may go back, learn and practice the content in different ways, and attempt the assessment again when ready.

Provide learners with on-demand access to assessments
Example: A teacher “flips” the classroom and learners are given assessment options to choose from when they feel ready.

Coach learners to self-reflect on their level of competency
Example: A teacher has his learners rate their perceived level of mastery in their journals on a daily basis to build self-awareness.

Model strategies for learners to confirm their level of competency prior to formal assessments
Example: A teacher creates a system of “peer-teacher-pretest” in which learners teach another learner a topic and determine, through that experience, if they are ready for a formal assessment.
Strategies for being Learner Demonstrated

HOW MIGHT EDUCATORS SUPPORT LEARNERS IN...
Demonstrating evidence of learning in multiple ways?

STRATEGIES
Provide learners with access to multiple assessment options
Example: A teacher provides learners a menu of options for how to show their understanding of a concept.

Support learners to co-create the rubric based on the learning objective(s)
Example: A teacher and a subgroup of learners co-create a rubric that will be used for assessing their project.

Co-design with learners multiple ways for demonstrating competency with standards
Example: A teacher works with their class to develop a menu of options for how to show understanding at the end of a unit (make a movie, draw a diagram, give a presentation, etc.).

Leverage digital platforms and multimedia to capture multiple forms of learning and build an ePortfolio
Example: A teaching team shifts to an ePortfolio platform to capture all work on a daily basis and provide multiple means of documenting and showing learning progress.

Partner with learners to select the content, product or process they will use to demonstrate proficiency, as well as devise the methods that will be used to show evidence of their learning
Example: A teacher and learner work together to develop learning plans, including goals, strategies for learning, tools needed and how learning will be demonstrated.

CORE COMPONENT
Learner Demonstrated: Enable learners to progress at their own pace based on demonstrated competencies

ELEMENTS of LEARNER DEMONSTRATED
- Begin at a level appropriate to their prior knowledge and learning needs
- Engage in productive struggle
- Progress at a pace that fits their learning needs
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- Demonstrate evidence of learning in multiple ways
- Receive recognition based on demonstrated competency, not seat time
Strategies for being Learner Demonstrated

CORE COMPONENT
Learner Demonstrated: Enable learners to progress at their own pace based on demonstrated competencies

ELEMENTS of LEARNER DEMONSTRATED
- Begin at a level appropriate to their prior knowledge and learning needs
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- Receive recognition based on demonstrated competency, not seat time

HOW MIGHT EDUCATORS SUPPORT LEARNERS IN...
Receiving recognition based on demonstrated competency (not seat time)?

STRATEGIES
Identify which competencies need to be met to obtain credit, advance and/or receive other recognitions for learning
Example: A team of teachers establishes a competency map across levels that enables assessments to be taken regardless of perceived “grade level.”

Ensure that learners are clear about expectations and requirements for recognition
Example: The team of teachers adjusts their report card to be proficiency based and hold regular mini-conferences with learners to check their understanding of their progress.

Create an organized and accessible system for tracking evidence of learning (e.g., performance, assessment, credits and competency progression)
Example: A school team adopts a digital portfolio platform that is accessible by parents, learners and teachers and provides transparent issuing of recognition for work.

Change classroom policies for learning recognition and progression that take into account varying speeds of learner competency
Example: A teacher removes the weekly summative assessment on the same standard for all learners, and she implements a new system with flexibility – but with set expectations – around when learners demonstrate competency.

Provide learners with copies of standards/objectives to keep in their digital data binder. Learners can record when each standard/objective is taught, learned, mastered, etc.
Example: A teacher models for and supports science learners to design and develop their digital data binder over time.
**CORE COMPONENT**

*Learner Led:* Entrust learners to take ownership of their learning

**ELEMENTS OF LEARNER LED**

LEARNE...-

- Co-design their learning experiences
- Articulate their interests, strengths and needs
- Assess, monitor and reflect on their own progress
- Partner in setting their learning goals and plans
- Advocate for needed support from teachers, peers, technology and other sources

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Strategies for being Learner Led

CORE COMPONENT
Learner Led: Entrust learners to take ownership of their learning

ELEMENTS of LEARNER LED

❖ Co-design their learning experiences
❖ Articulate their interests, strengths and needs
❖ Assess, monitor and reflect on their own progress
❖ Partner in setting their learning goals and plans
❖ Advocate for support from teachers, peers, technology and other sources

HOW MIGHT EDUCATORS SUPPORT LEARNERS IN...
Co-designing their learning experiences?

STRATEGIES
Collaborate with learners to develop standards-aligned activities to meet their learning goals
Example: At the start of the week, learners complete a shared online document that outlines their proposed activities for the week. The teacher reviews the plans and provides guidance as necessary.

Allow learners to choose their best learning place and medium to work on their goal
Example: During an ELA block, two teachers open up their doors and create one quiet and one “active conversation” room that students can choose between for their work.

Enable learners to choose with whom to work based on goals and needed expertise
Example: A class creates a peer working group and identifies adult mentors for their upcoming projects.

Support learners to use their reflections in the development of their next learning goal
Example: A teacher holds one-on-one conferences with learners every two weeks to review their reflections on their progress and co-design their next learning goals.

Empower learners to choose their own approach to learning a new concept
Example: A teacher empowers her learners to choose between 10-blocks, tallies or other mediums for learners to practice their math.
Strategies for being Learner Led

CORE COMPONENT
Learner Led: Entrust learners to take ownership of their learning

ELEMENTS of LEARNER LED
- Co-design their learning experiences
- Articulate their interests, strengths and needs
- Assess, monitor and reflect on their own progress
- Partner in setting their learning goals and plans
- Advocate for support from teachers, peers, technology and other sources

HOW MIGHT EDUCATORS SUPPORT LEARNERS IN...
Articulating their interests, strengths and needs?

STRATEGIES
Encourage and model articulation of interests/needs/strengths to inform future learning
Example: A teacher provides his learners with a “Reflection Binder.” At the end of each day, they reflect on their work, identifying what worked well for them, what they struggled with and what support they need.

Offer tools to help learners identify their own interests, strengths, needs and preferences (e.g., interest inventories, checklists, reflection exercises)
Example: Over the course of six weeks (beginning at the start of the school year or when a new learner arrives), teachers and learners complete several inventories to identify learning drivers and gaps.

Establish a culture that encourages learners to actively share their feelings and experiences while learning
Example: A teacher creates a system of small book clubs and public share-outs during independent reading time that helps the community of learners share their excitement for books.

Provide learners with a systematic method (e.g., learner profiles) for documenting learning needs and preferences
Example: A teacher uses a platform for learners to regularly update their interests, needs and strengths in focus areas to inform conferences, interventions and/or upcoming lesson plan design.

Guide learners to generate questions that lead to further curiosity and/or self-directed learning
Example: A teacher does a KWI (Know, Wonder, Interest) chart to have learners share what they know, wonder and are interested in regarding a theme.
Strategies for being Learner Led

CORE COMPONENT
Learner Led: Entrust learners to take ownership of their learning

ELEMENTS of LEARNER LED
▷ Co-design their learning experiences
▷ Articulate their interests, strengths and needs
▷ Assess, monitor and reflect on their own progress
▷ Partner in setting their learning goals and plans
▷ Advocate for support from teachers, peers, technology and other sources

HOW MIGHT EDUCATORS SUPPORT LEARNERS IN...
Assessing, monitoring and reflecting on their own progress?

STRATEGIES
Guide learners in on-going reflection on learning outcomes, products and processes
Example: A teacher provides time at the end of every rotation for learners to complete a template for reflection on what they learned and what they find challenging.

Provide learners with ongoing access to their data to help identify academic and non-academic needs
Example: A teacher has learners track their growth in skills (via assessment scores) in a binder, so they can see which of their skills are strong and which skills they need to work on.

Partner with learners to reflect upon and document their own learning needs and progress
Example: A teacher helps learners create a system to track their progress in an edtech product and reflect on their progress.

Model examining data, discussing progress and identifying challenges and needed supports
Example: A teacher meets with a learner and models how to look at the learner’s data to identify areas of progress and areas where the learner needs support.

Help learners reflect upon their learning strategies and efforts, as well as the result of those strategies and efforts in regard to meeting desired learning goals
Example: A teacher helps a learner reflect on her use of a reading strategy, and then the learner chooses to try a new strategy from a given list.
Strategies for being Learner Led

**CORE COMPONENT**
Learner Led: Entrust learners to take ownership of their learning

**ELEMENTS of LEARNER LED**
- Co-design their learning experiences
- Articulate their interests, strengths and needs
- Assess, monitor and reflect on their own progress
- Partner in setting their learning goals and plans
- Advocate for support from teachers, peers, technology and other sources

**HOW MIGHT EDUCATORS SUPPORT LEARNERS IN...**
Partnering in setting their learning goals and plans?

**STRATEGIES**
Collaborate with learners to set specific and challenging short-term goals and develop learning plans
*Example: An advisory teacher has learners craft a daily goal at the start of each day that is reviewed among their peers at the end of the day.*

Support learners to imagine a desired future and then think through what challenges they will need to overcome to attain it
*Example: A teaching team has learners complete a WOOP (Wish, Outcome, Obstacles, Plan) template at the start of each month.*

Offer learners an organized approach to outline and document their learning plan (e.g., template, rubric)
*Example: A teacher provides learners with a template to plan and track their learning activities for the week.*

Partner with learners to establish a timeline and a plan for monitoring progress in meeting goals
*Example: A teacher meets with a learner to set dates on which the learner will finish key steps towards a long-term project. They also include days that she will get feedback from a peer or teacher.*

Utilize mentor conferences to review progress and determine next steps
*Example: A classroom has a system of “learning buddies,” or peers that regularly check in with each other on goals and learning plans for reading.*
Strategies for being Learner Led

CORE COMPONENT
Learner Led: Entrust learners to take ownership of their learning

ELEMENTS of LEARNER LED
- Co-design their learning experiences
- Articulate their interests, strengths and needs
- Assess, monitor and reflect on their own progress
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HOW MIGHT EDUCATORS SUPPORT LEARNERS IN...
Advocating for support from teachers, peers, technology and other sources?

STRATEGIES
Coach and model for learners how to identify and advocate for their needs according to degrees of urgency
Example: A teacher works with his class to create anchor charts that give suggestions for how learners can know if they need support and provides prompts for how to ask for help.

Actively encourage learners to independently problem-solve by seeking help from peers, technology and other sources
Example: A teacher establishes a classroom culture of “Three Before Me,” in which learners must seek help from three other sources before consulting the teacher.

Establish routines for regular learner-led conferences
Example: A teacher sets up a rotation of short, five-minute check-ins with learners throughout the week for them to vocalize their progress and needed supports. Experienced learners teach others how to be more effective in learner-led conferences.

Actively nurture a class culture of self and team advocacy
Example: A teacher guides learners to reflect on their rights and identify barriers to their learning. Learners then work individually or as a collective group to advocate to the proper authorities for changes or expanded privileges.

Provide a system for learners to provide their status and request support
Example: A teacher gives each learner a popsicle stick and flag to decorate. When the learner needs assistance, he/she places it in the “up” position to notify the teacher and peers that help is needed.
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THIS FRAMEWORK AND ITS CORRESPONDING RESOURCES ARE LIVING DOCUMENTS, AND WILL CONTINUE TO CHANGE WITHIN THE CONTEXT OF THIS EXCITING AND DEVELOPING FIELD. WE WELCOME YOUR THOUGHTS AND FEEDBACK. PLEASE GET IN TOUCH WITH US AT HELLO@LEAPINNOVATIONS.ORG.