



# Personal Learning Playbook

***Making Learning Personal  
through Learner Choice and Voice***

## Greenwich Public Schools

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*Creating Next Generation Curriculum, Instruction and Professional Learning*

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## Why a Personal Learning Playbook?

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WHY do  
we need a  
Playbook?

To make the case for making learning personal for all GPS learners.

To identify the lead strategies that support our ability to create learning opportunities for all learners to develop and demonstrate the capacities of the [Vision of the Graduate](#).

To identify the aligned research and practices to make learning personal for all learners.

GREENWICH PUBLIC SCHOOLS  
Greenwich, CT



## Vision of the Graduate

The Greenwich Public Schools are committed to preparing students to function effectively in an interdependent global community. Therefore, in addition to acquiring a core body of knowledge--which is established in local curricular documents reflecting national and state standards as well as workplace expectations--all students will develop their individual capacities to:



### Academic Capacities

- Master a core body of knowledge
- Pose and pursue substantive questions
- Critically interpret, evaluate, and synthesize information
- Explore, define, and solve complex problems
- Generate innovative, creative ideas and products



### Personal Capacities

- Be responsible for their own mental and physical health
- Conduct themselves in an ethical and responsible manner
- Recognize and respect other cultural contexts and points of view
- Pursue their unique interests, passions and curiosities
- Respond to failures and successes with reflection and resilience



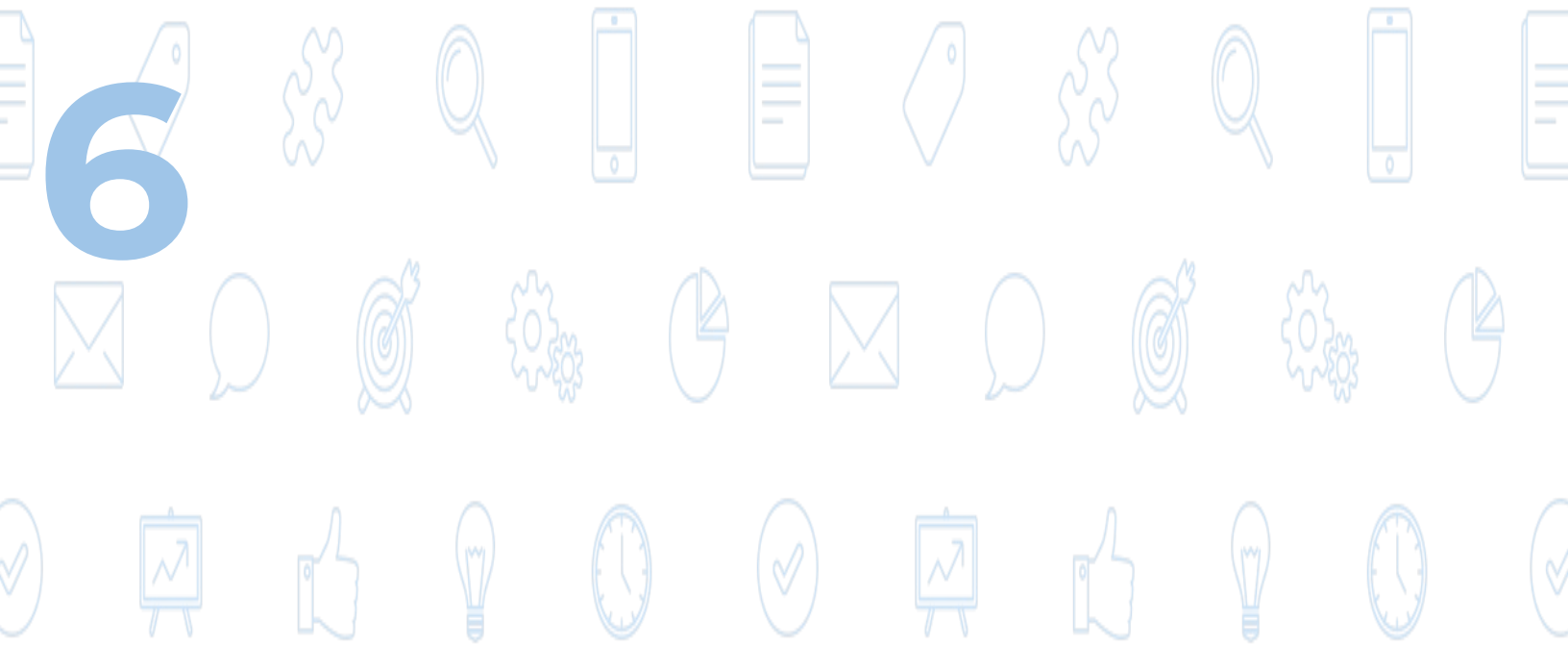
### Interpersonal Capacities

- Communicate effectively for a given purpose
- Advocate for ideas, causes, and actions
- Collaborate with others to produce a unified work and/or heightened understanding
- Contribute to community through dialogue, service, and/or leadership

[www.greenwickschools.org](http://www.greenwickschools.org)

All teaching and  
learning to develop  
the capacities of the  
**VoG**

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# Roles

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***Each person in GPS has a role in personalizing student learning, so that each student can demonstrate the capacities of the Vision of the Graduate through increased choice and voice***

## **Role of the Teacher**

- ▶ Facilitate the teaching and learning process with students
- ▶ Support learners in their ability to collaborate
- ▶ Use multiple data sources to group students in dynamic, purposeful ways based on interest, need, or skill-level and in strategic formats
- ▶ Develops and delivers targeted instruction for multiple purposes
- ▶ Reduces barriers to content and learning

## **Role of the Student**

- ▶ Collaborate with teacher and peers
- ▶ Active participant in the teaching and learning process.
- ▶ Students continuously reflect on their own data and academic performance to boost growth
  
- ▶ Students consistently set, track, and evaluate their own learning goals; student goals direct student activities
- ▶ Students articulate

## **Role of the Administrator**

- ▶ Prioritize and monitor assisting teachers and observing evidence of student ownership and agency of learning through rubrics, checklists or instructional rounds.
- ▶ Seek feedback and check understanding of teachers, parents and students surrounding personalized learning strategies.
- ▶ Look for elements and indicators of personalized learning including student voice and choice in their learning tasks and performance.
- ▶ Provide feedback to teachers and students.
- ▶ Champion the implementation of PL not only in your building, but as a highly effective instructional model to support all learners.

## **Role of the Parent**

- ▶ Collaborate as partners with teachers and administrators in the education of their child
- ▶ Provide feedback to the administrators and teachers as to their learner's experience, progress, and growth.
- ▶ Engage students in self reflection of their learning

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**Why  
should you  
use this  
Playbook?**

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# Elements of Personal Learning (PL)

*What does it look like, feel like, sound like*

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## Personal Learning in GPS

*“Personalized Learning is a teacher facilitated process that provides each student with meaningful choice, guided by a standards based curriculum, in what, where, how and at what pace and appropriate depth, they learn, based on individual strengths, needs, motivations, interests, goals and cultural backgrounds”*

The critical elements necessary for any teacher and student to realize personal learning in GPS include:

- a. [Partners in Learning](#)
- b. [Student Ownership](#)
- c. [Self Regulation](#)

Combined, all play a part in developing student agency.

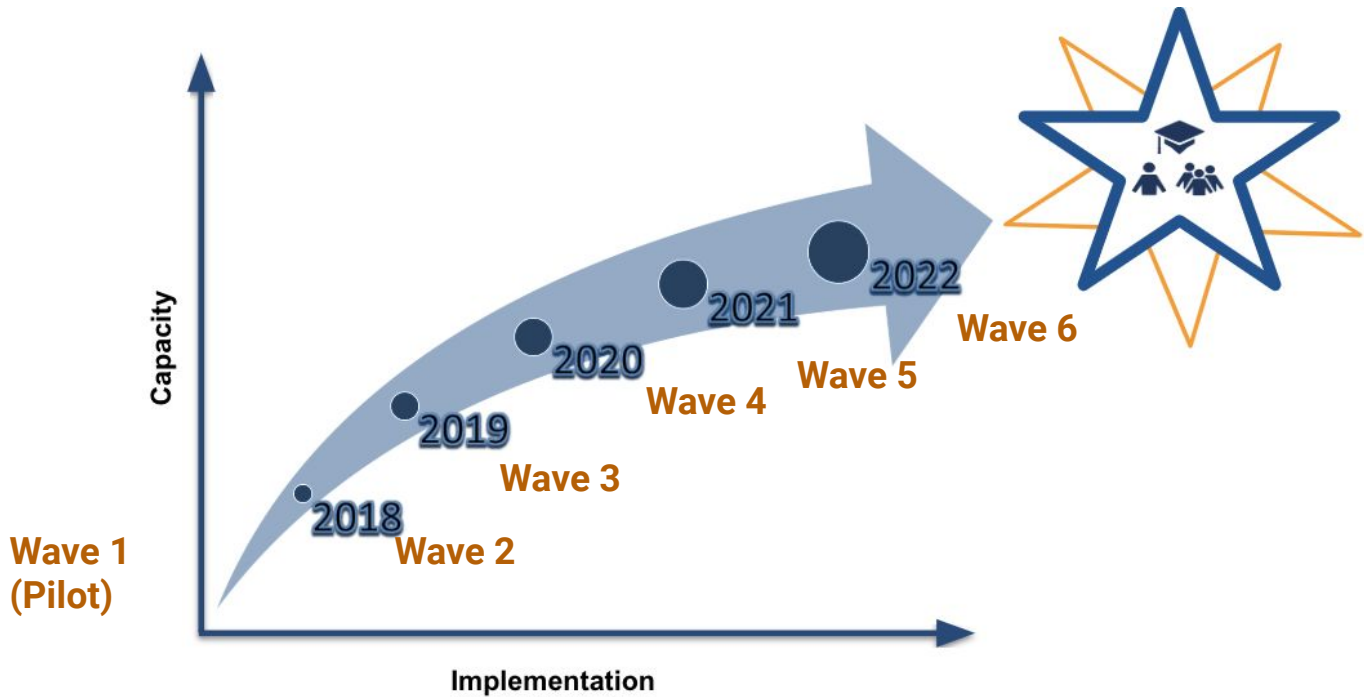
When implemented, students are engaged in the process and are empowered to manage their own learning in partnership with their teachers, peers, parents, principal, and community at large.

Learner-centered paradigm and community-based education work hand in hand.



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## Personal Learning Waves



Our aim (North Star) is 100% of our classrooms and schools developing learner experiences that meet the learners level of need, readiness, strength, and passions. Looking toward a vision of the future with no boundaries to learning - where every student can reach their capacity. Moving from Vision to practice by 2022!

Wave-based planning provides centralized support and school level oversight and autonomy for identified PL Teams. Though all teachers are working towards a more blended, personal learning approach, the wave-based plan ensures school based PL Teams are provided with an intentional support structure to develop deep capacity for the school. With each wave, members of each PL Teams become school based PL Coaches for their colleagues. Centrally, the district provides resources (physical, digital, human), research, support, feedback and access to models across the district, state and nation.

# Critical Elements of Teachers and Students as Partners in Learning

## Empower teachers to

- Collaborate with peers, family, educators and others
- Cultivate meaningful relationships
- Advance personal opportunities through connections
  - To content
  - Personal data profiles
  - Personal work
- 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)

Engage students in conversations that empower them to understand their needs, interests, passions, curiosities

Combined allow for student choice and voice in how they will learn.

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## Critical Elements of Student Ownership

### Empower learners to

- Develop a deep understanding of needs, interests and strengths around:
  - Academics
  - Health & wellness
  - Social-emotional development
  - Culture & language
  - Living situation
  - Cognitive skills
- 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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## Critical Elements of Students as Self Regulated Learners

### Empower learners to

- 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
- Articulate when and how they need additional information, resources and support to demonstrate competence



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[Self  
Regulate  
d  
Learners](#)

The header features a large blue number '14' on the left. To its right and below are three rows of light blue icons. The first row includes a document, a tag, a gear, a magnifying glass, a smartphone, a document, a tag, a gear, a magnifying glass, a smartphone, and a document. The second row includes an envelope, a speech bubble, a target, two gears, a pie chart, an envelope, a speech bubble, a target, two gears, and a pie chart. The third row includes a checkmark, a presentation board with a graph, a thumbs up, a lightbulb, a clock, a checkmark, a presentation board with a graph, a thumbs up, a lightbulb, a clock, and a checkmark.

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# Strategies

*The following teaching and learning strategies are organized as what PL looks, feels and sounds like. One, some or all can support the critical elements of Personal Learning in GPS and develop student agency*

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## Partners in Learning

### *Looks Like*

- ❑ Teacher and learners regularly review data to set goals and adjust learning and instruction.
- ❑ Learners experiment and try multiple strategies to solve problems
- ❑ Flexible time to allow learners to struggle/work on a problem or project for an extended period of time
- ❑ Use of learning menus and vertical alignment of activities
- ❑ Organized approach to outline and document their learning plan (e.g., template, rubric)
- ❑ Mentor conferences to review progress and determine next steps

### *Feels Like*

- ❑ Feedback that is objective and non-judgmental to reinforce a learner's sense of control for improving his/her mastery
- ❑ Rigorous learning experiences that involve multiple points of "failure" and require perseverance by learners
- ❑ Learners to reflect and report on effort and strategies as often as reporting on results

### *Sounds Like*

- ❑ Learners articulate specific and challenging short-term goals and develop learning plans
- ❑ Learners articulate their desired future and then describe what challenges they will need to overcome to attain it
- ❑ Learners describe the most suitable learning pathway and format for their current academic level
- ❑ Learners explain their timeline and a plan for monitoring progress in meeting goals

## Elements

Consider one or more strategies that be a primary focus to shift from a legacy practice to the potential future focus

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## Student Ownership

### *Looks Like*

- Learners develop standards-aligned activities to meet their learning goals
- Learners to choose their best learning place and medium to work on their goal
- Learners choose with whom to work based on goals and needed expertise
- Learners use a systematic method (e.g., learner profiles) for documenting learning needs and preference

### *Feels Like*

- The classroom culture encourages learners to actively share their feelings and experiences while learning
- Learners are comfortable to choose their own approach to learning a new concept
- Routines are established for regular learner-led conferences

### *Sounds Like*

- Learners describe how they have used their reflections in the development of their next learning goal
- Learners describe their own interests, strengths, needs and preferences (e. g., interest inventories, checklists, reflection exercises)
- Teachers describe how they have incorporated learner interests/needs/strengths when creating future learning goals and activities
- Students describe their progress and barriers by referring to their own data and articulate the academic performance they need to achieve to boost growth
- Students describe how they have set, track, and evaluated their own learning goals and how they have chosen learning activities to achieve those goals
- Teachers are actively encouraging learners to independently problem-solve by seeking help from peers, technology and other sources

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## Elements

Consider one or more strategies that be a primary focus to shift from a legacy practice to the potential future focus



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## Student Self Regulation of Learning

### *Looks Like*

- Learners continuously reflect on their own work and data to determine next steps in learning
- Learners access their data to help identify academic and non-academic needs
- Students document their own learning needs and progress

### *Feels Like*

- Learners feel safe to provide their status and request for support
- Learners have the choice to utilize mentor and peer conferences to review progress and determine next steps

### *Sounds Like*

- Learners generate questions that lead to further curiosity and/or self-directed learning
- Learners describe learning outcomes, products and processes and communicate how they set, track, and evaluate their learning goals and student directed activities or projects
- Learners describe how they examine data, track progress and identify challenges and needed supports
- Learners identify and advocate for their needs according to degrees of urgency
- Learners describe their learning strategies and efforts, as well as the result of those strategies and efforts in regard to meeting desired learning goals

### Elements

Consider one or more strategies that be a primary focus to shift from a legacy practice to the potential future focus

## Glossary

**Assessment:** Demonstrations of learning aligned to the benchmarks and standards that allow students to show you what they know. They are products and performances used as evidence of skill development and content understanding.

**Blended Learning:** Learning that combines online digital media with classroom methods, with some element of student control over time, place, path or pace.

**Common Core State Standards (CCSS):** Adopted by Connecticut in July, 2010, the Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.

**Curriculum:** All the courses of study offered by an educational institution. In Greenwich, the written curriculum is organized in horizontal maps that communicate standards based learning outcomes and learning experiences.

**Differentiated Learning:** The process of modifying or delineating some aspect of instruction: the content, process, product, and/or learning environment to address the needs of the learners.

**Digital Learning** A Blended Learning environment that provides face-to-face and online learning opportunities. The DLE is designed to provide teachers with the resources necessary to both innovate and differentiate instruction according to the needs of each student and for students to personalize their own learning, making choices about how they learn and present their new knowledge.

**Evidence of Learning:** Student artifacts, assignments, projects that students use to demonstrate that they have made progress or mastered certain knowledge or skills. Evidence of learning may be compiled in a portfolio that can be in hard copy or a digital file.

**Flexible Learning Spaces:** An approach to learning that requires consideration for space within the lesson, classroom (physical space), intellectual space and mindset where students are empowered to be interactive, flexible in thinking, collaborative, comfortable and engaged in learning.

**Learner Profile :** Student evidence that provides background on the learner needs, interests, passions, strengths, and readiness.

**Personalized Learning:** “Personalized Learning is a teacher facilitated process that provides each student with meaningful choice, guided by a standards based curriculum, in what, where, how and at what pace and appropriate depth, they learn, based on individual strengths, needs, motivations, interests, goals and cultural backgrounds” (Greenwich Administration and BOE, 2016)

**Professional Learning Communities (PLCs):** A conceptual model developed by Richard DuFour and his colleagues for transforming schools. It focuses on the following principles: A Shared Mission, Vision, Values, and Goals; Collaborative Teams; Collective Inquiry; Action Orientations and Experimentations, Continuous Improvement, and Results Orientation.

**Project Based Learning (PBL):** An approach to education in which learners explore real-world problems and challenges to address learning targets. Students investigate and respond to an essential authentic, engaging, and complex question or problem through hands-on learning experiences and inquiry.

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## Research

Rickabaugh, James. *Tapping the Power of Personalized Learning: a Roadmap for School Leaders*. ASCD, 2016.

### **PDI Chart**

#### **Personalize Learning - Transform Learning for All Learners**

Barbara Bray, et al

[Updated Personalization v. Differentiation v. Individualization](#)

### **White Paper**

Education Elements

[Core Four Elements of PL](#)

### **Leap Learning Framework**

[Leap Learning Framework](#)

### **The Institute for Personalized Learning**

Institute4PL

[Institute 4 Personalized Learning](#)

### **National Center on Universal Design for Learning**

UDL Center

[Universal Design for Learning - UDL Center](#)

### **Charlotte Mecklenburg Public Schools**

CMS Personalized Learning

[Charlotte-Mecklenburg Public Schools](#)

Playbook Concept adapted from Anthony Kim, Education Elements and Jim Knight, Instructional Coaching Group

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