

MAKING LEARNING PERSONAL

The district belief statements articulate our key beliefs as a system. They provide guidance in our decisions and continuity to our processes. Personalized learning is utilizing evidence-based research methods to provide learners opportunities to develop agency and self-efficacy throughout the learning process in order to develop their profile of a graduate dispositions and their choice ready skills.

BELIEFS TENETS	EDUCATOR FUNDAMENTALS
Self-Efficacy & Agency	<p>Encourage the development of learner efficacy - the belief that they CAN do something.</p> <p>Encourage the development of learner agency - the desire, ability, and power to determine a course of action.</p> <p>Utilize culturally relevant teaching practices.</p> <p>Utilize learner strengths to support areas of struggle.</p> <p>Foster a fail-forward and growth mindset.</p> <p>Provide opportunities for learner VOICE.</p> <p>Encourage collaboration among peers and the community.</p>
Relationships	<p>Show understanding for learners' backgrounds and interests.</p> <p>Show <u>COMPASSION</u> for learners demonstrated by verbal and nonverbal behaviors.</p> <p>Show value and respect for all learners, especially those who are reluctant.</p> <p>Provide opportunities for learners to talk about themselves.</p> <p>Provide clear routines & procedures – encouraging <u>COMPASSION</u> for one another and <u>COLLABORATION</u>.</p> <p>Encourage self-regulation, learners manage thoughts, emotions, and behaviors.</p> <p>Utilize positive behavior supports.</p>
Guaranteed & Viable Curriculum	<p>Utilize the proficiency scales for each grading period to guide what learners need to know and be able to do.</p> <p>Utilize the scope and sequence to guide topics and the instruction of critical skills.</p> <p>Encourage <u>RESPONSIBILITY</u> - learners actively engaged in the process, demonstrating responsibility, organization, and perseverance.</p> <p>Make learning relevant - applicable to prior or future learning.</p> <p>Encourage <u>CRITICAL THINKING</u> reason, organize, summarize, interpret, analyze, and synthesize to generate new understanding.</p> <p>Provide learners with time and opportunities to demonstrate evidence of their proficiency.</p> <p>Provide learners with flexibility for the technique used to <u>COMMUNICATE</u> their thoughts and ideas.</p>
Assessment & Feedback	<p>Provide timely and descriptive feedback for learners to improve their learning.</p> <p>Provide proficiency scales for learners with scoring rubrics and/or guides as applicable.</p> <p>Provide progress monitoring for learners.</p> <p>Encourage <u>RESILIENCE</u> - persisting on the pathway toward learning.</p> <p>Encourage self-assessment, learners exploring their interests, values, aptitudes, and passions.</p>
Goal Setting & Reflection	<p>Clarify learning objectives by providing learner-friendly proficiency scales.</p> <p>Encourage <u>REFLECTION</u> – learners taking ownership in the process, assessing learning progress and next steps.</p> <p>Encourage learners to focus on personal growth and progress.</p>
Pathways & Pacing	<p>Encourage <u>CREATIVITY</u> - learners taking risks to develop and revise ideas.</p> <p>Provide informed CHOICE aligned to personal learner profiles, interests, and passions.</p> <p>Empower learners to take multiple pathways to demonstrate their understanding and mastery.</p> <p>Provide accommodations & differentiation to meet the needs of all learners.</p> <p>Structure different ways to learn, such as Pace-Place-Path or Time-Task -Technique-Team.</p>

The statements in this document are intended to provide guidance for daily procedures and practices in order to maintain order, efficiency, and continuity amongst our schools.