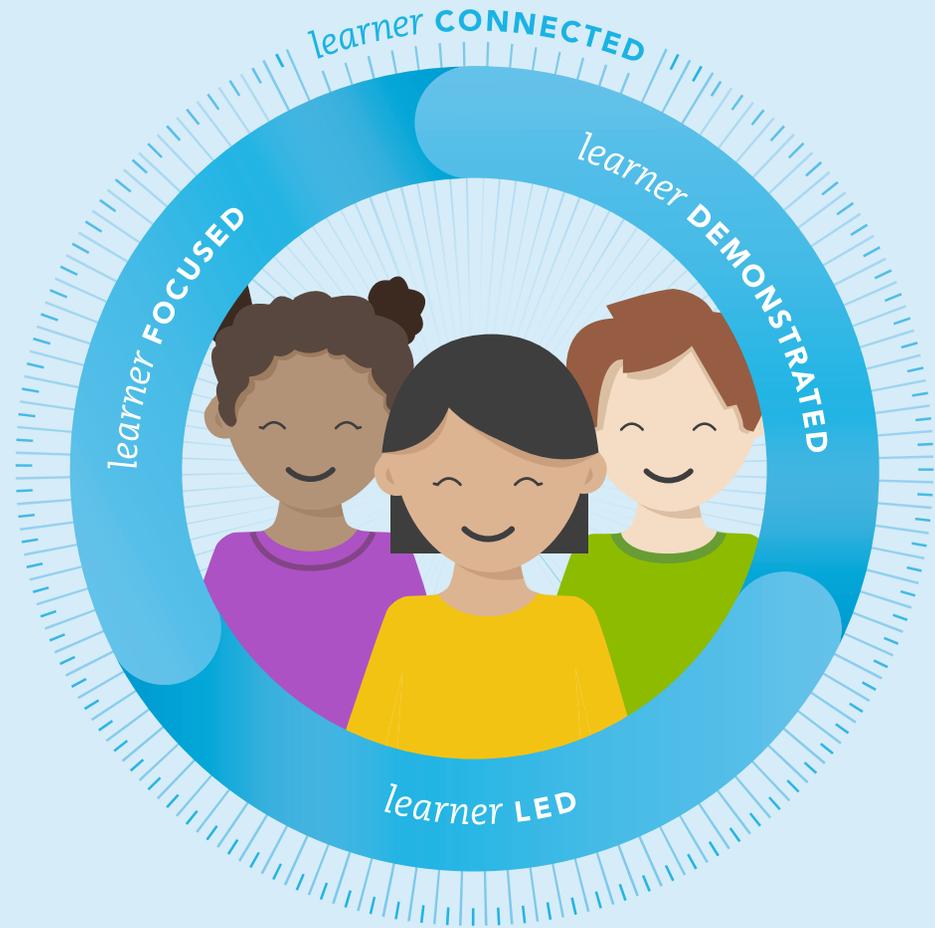




LEAP
learning
framework
for personalized learning



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?

While personalized learning is gaining traction nationwide, there is still much confusing terminology surrounding it, as well as conflation with blending learning and other terms. For educators ready to embrace the concepts of personalized learning, there is a need for support in translating these concepts concretely into strategies. What does personalized learning look like in terms of teacher practice? And what is the student experience?

We set out to address this need. We started by leveraging the strong base of definitions, guides and other resources already developed by experts across the country. We co-designed with teachers and school leaders. We worked directly with additional experts from across the country to generate and refine our framework and strategies. And we looked to learning science to back our assertions.

The resulting framework is meant to support learning of all kinds, in school and out of school. We believe all learning should be focused on, demonstrated by, and led with the learner, connected meaningfully with mentors, peers and the community.

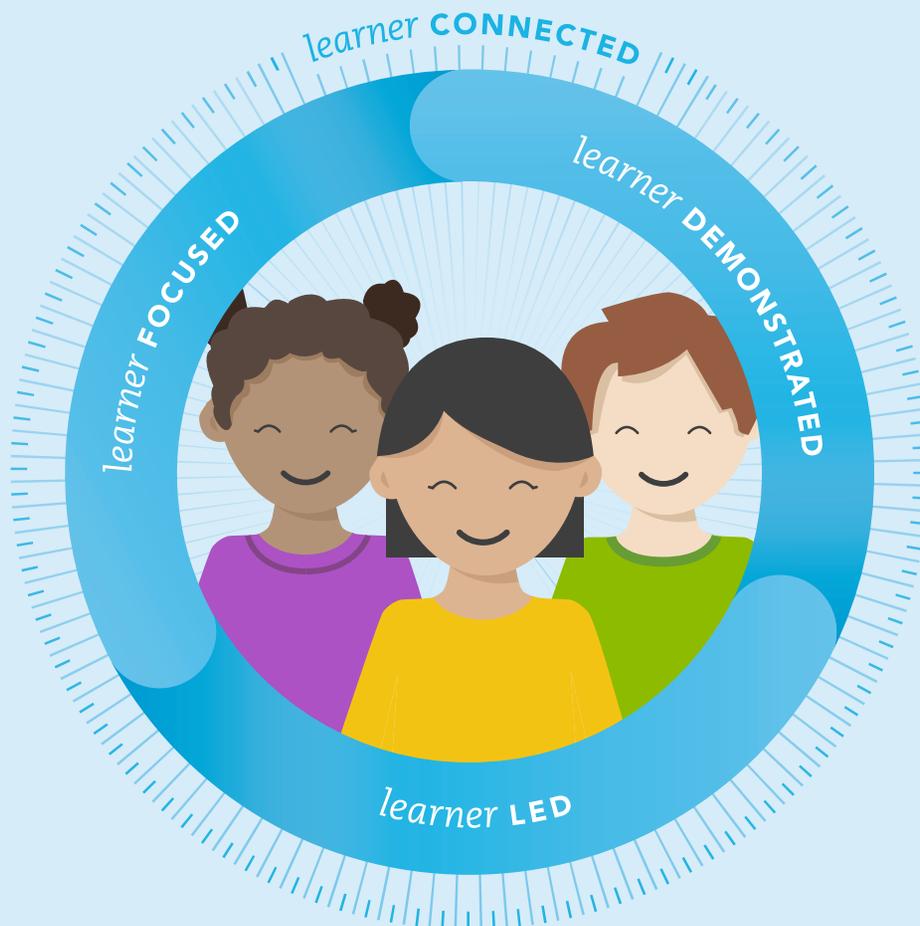
Included with the framework is a growing sample of strategies for each core component, designed for school-based educators, to help them create personalized learning experiences for their students. We plan to expand these strategies in the future to make them useful for parents, community organizations, and other stakeholders.

We have also developed 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 last spring, 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.

Using the data from these surveys, our next step will be to develop, again in collaboration with experts, 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.

LEAP learning framework

for personalized learning



LEARNER CONNECTED

Learning transcends the classroom in relevant and accredited ways, connected to families and communities

Learner Connected: Anytime, Anywhere and Socially Embedded
Learning is not confined to the traditional boundaries of a school – it happens anytime, anywhere. It takes place across multiple mediums – at home, after school, in the community and in the workplace – along with peers, mentors, parents, educators and community members. It is intentionally connected in meaningful and accredited ways.



LEARNER FOCUSED

Understand each individual learner's needs, strengths, interests and approaches to learning

Learner Focused: Tailored Learning Experiences

Learners have learning experiences that are relevant, contextualized and designed around a deep understanding of both academic and non-academic (e.g., social, cultural and emotional, etc.) needs, interests and strengths.



LEARNER DEMONSTRATED

Allow 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; receive supports and pacing that fit 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

Enable learners to take ownership of their learning so that it can dynamically adjust to their skills, curiosity and goals

Learner Led: Learner Agency

Learners co-design their learning experiences; partner in setting learning goals and plans; articulate their interests, strengths and needs; assess and monitor their own progress; collaborate with others to achieve goals; advocate for needed support from teachers, peers, technology and other sources; reflect upon their learning in order to continually refine their learning strategies; and adopt a growth mindset.

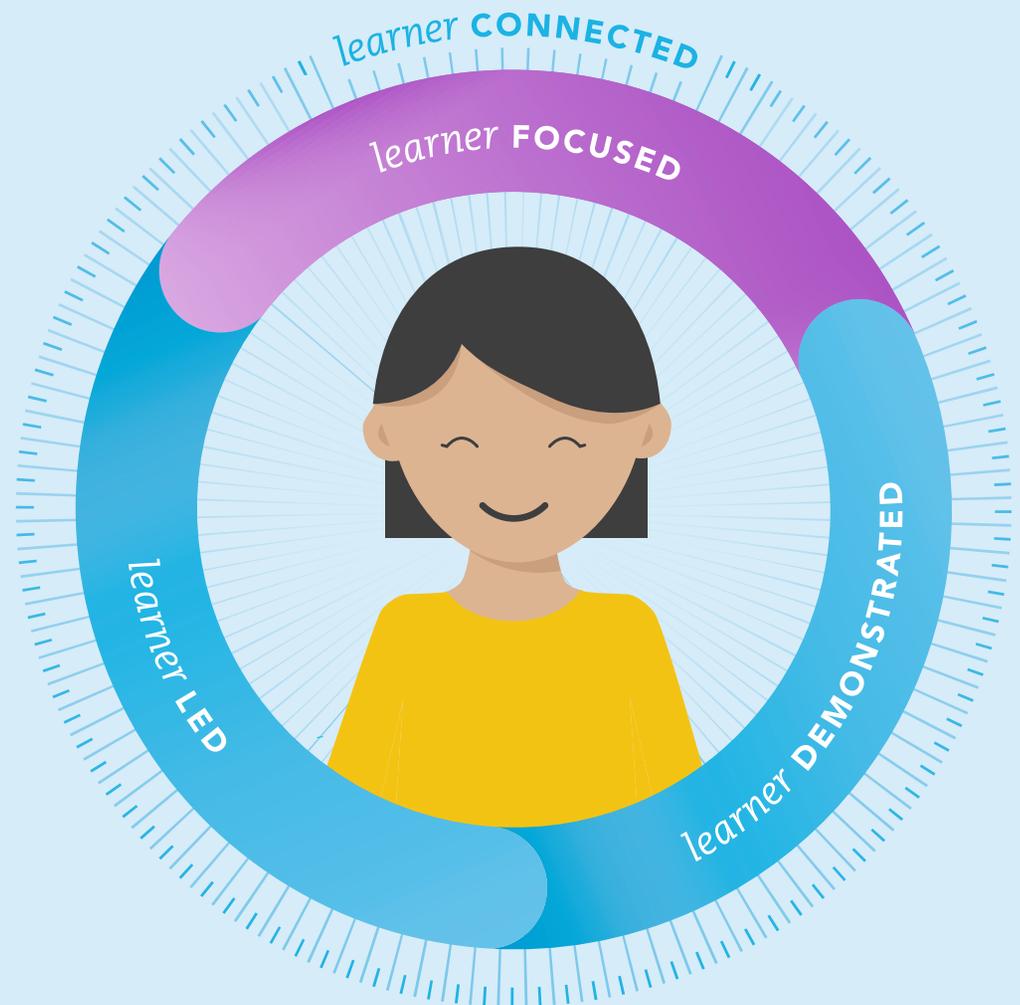


CORE COMPONENT

Learner Focused: Understand each individual learner's needs, strengths, interests and approaches to learning

ELEMENTS of LEARNER FOCUSED

- Have learning experiences that are relevant, contextualized and designed around a deep understanding of both academic and non-academic (e.g., social, cultural and emotional, etc.) needs, interests and strengths





Strategies for being *Learner Focused*

CORE COMPONENT

Learner Focused: Understand each individual learner's needs, strengths, interests and approaches to learning

ELEMENTS of LEARNER FOCUSED

- Have learning experiences that are relevant, contextualized and designed around deep understanding of both academic and non-academic (e.g., social, cultural and emotional, etc.) needs, interests and strengths

HOW MIGHT WE SUPPORT LEARNERS IN...

Having learning experiences that are relevant, contextualized and designed around a deep understanding of both academic and non-academic (e.g., social, cultural and emotional, etc.) needs, interests and strengths?

EXAMPLE STRATEGIES

Regularly solicit and compile information regarding learners' interests, strengths and needs (i.e., learner inventories), including: prior learning experiences; special learning needs and disabilities; primary language; home and community context; social functioning, behaviors, socio-emotional barriers; and work habits

Review available information regarding learners' prior academic performance (e.g., testing, work samples, portfolios)

Conduct observations and formative assessments to confirm learners' current academic level and their response to varying levels of academic challenge

Partner with learners to document past learning in order to devise future learning plans

Partner with learners to explore: ways to modify or vary content, the where/when of learning and other aspects of their learning experiences to align with their interests, strengths and needs

Offer flexible modalities, groupings and times/places for learning to help meet individual learner needs, strengths and interests; balance individual needs with the needs of the class community

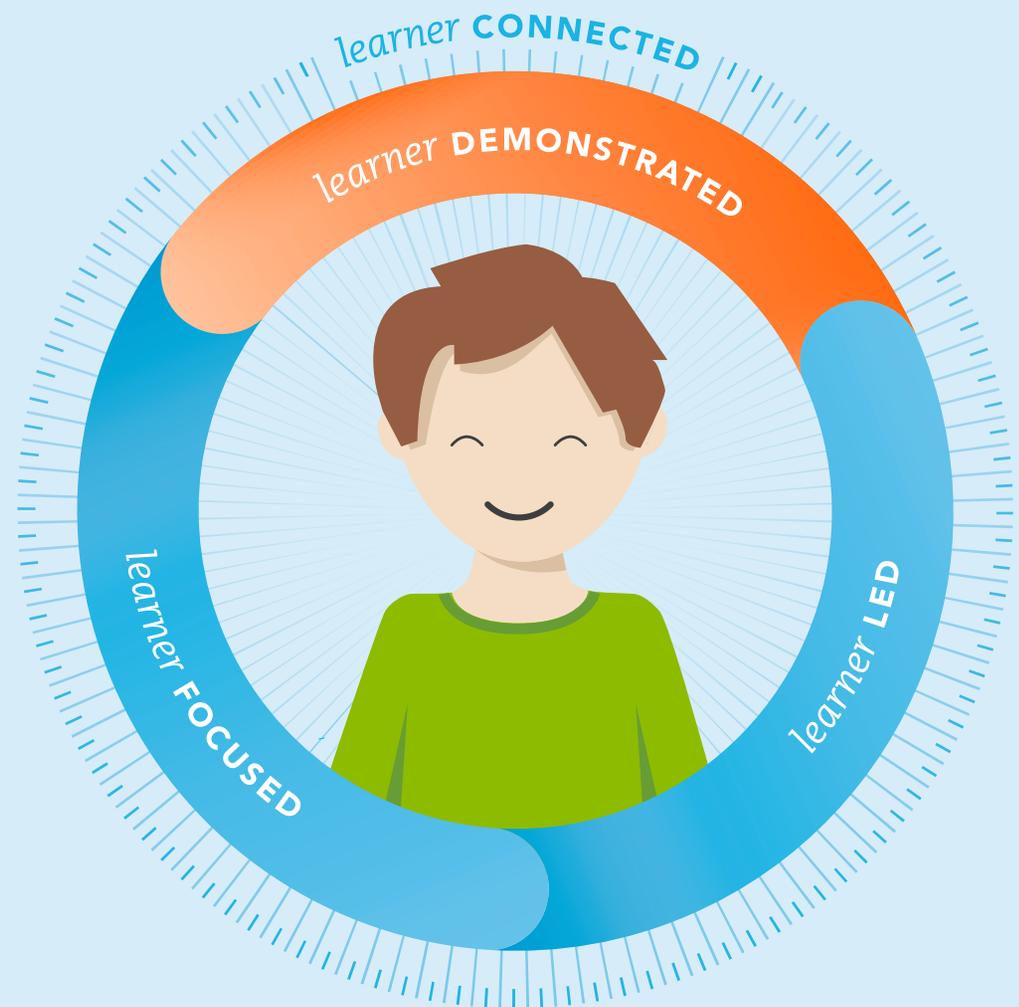
Partner with learners to continuously align learning opportunities with learners' interests, strengths and needs



Learner Demonstrated: Allow 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
- Receive support and pacing 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)





Strategies for being *Learner Demonstrated*

CORE COMPONENT

Learner Demonstrated: Allow 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
- ➔ Receive support and pacing 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 WE SUPPORT LEARNERS IN...

Beginning at a level appropriate to their prior knowledge and learning needs?

EXAMPLE STRATEGIES

Use all available data to determine where a learner falls on the appropriate learning progression

Partner with learners to identify the most suitable learning format for their current academic level (e.g., class, groupings, activities, software)

Design learning experiences that explicitly connect new content to prior knowledge and skills

Articulate short- and long-term learning expectations that are appropriate for learners' current academic levels

HOW MIGHT WE SUPPORT LEARNERS IN...

Receiving support and pacing that fits their learning needs?

EXAMPLE STRATEGIES

Allow learners to move through content at varied rates regardless of their starting level

Clarify expectations about the pace of progress and what happens when learners take a longer or shorter time than their peers

Use formative assessment data to help determine appropriate pacing and instructional support

Adjust learning goals and plans based on demonstrated progress



Strategies for being *Learner Demonstrated*

CORE COMPONENT

Learner Demonstrated: Allow 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
- ⇨ Receive support and pacing that fits their learning needs
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- ➔ Receive recognition based on demonstrated competency (not seat time)

HOW MIGHT WE SUPPORT LEARNERS IN...

Demonstrating competency when ready?

EXAMPLE STRATEGIES

Ensure that learners are clear with what they will need to know and do to demonstrate competency

Offer learners opportunities to gauge and discuss their readiness for demonstrating competency

Provide learners with access to multiple assessment options

Allow learners flexible, ongoing and repeated opportunities to demonstrate competency

HOW MIGHT WE SUPPORT LEARNERS IN...

Demonstrating evidence of learning in multiple ways?

EXAMPLE STRATEGIES

Work with learners to create multiple methods for demonstrating competency with learning standards

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

HOW MIGHT WE SUPPORT LEARNERS IN...

Receiving recognition based on demonstrated competency (not seat time)?

EXAMPLE STRATEGIES

Identify what competencies need to be met to obtain credit, advance and/or receive other recognitions for learning

Ensure that learners are clear about these expectations and requirements

Create an organized and accessible system for tracking evidence of learning (e.g., performance, assessment, credits and competency progression)

Determine classroom/school policies for learning recognition and progression that take into account varying speeds of learner competency

Help learners identify next steps in their learning plan once a competency has been met

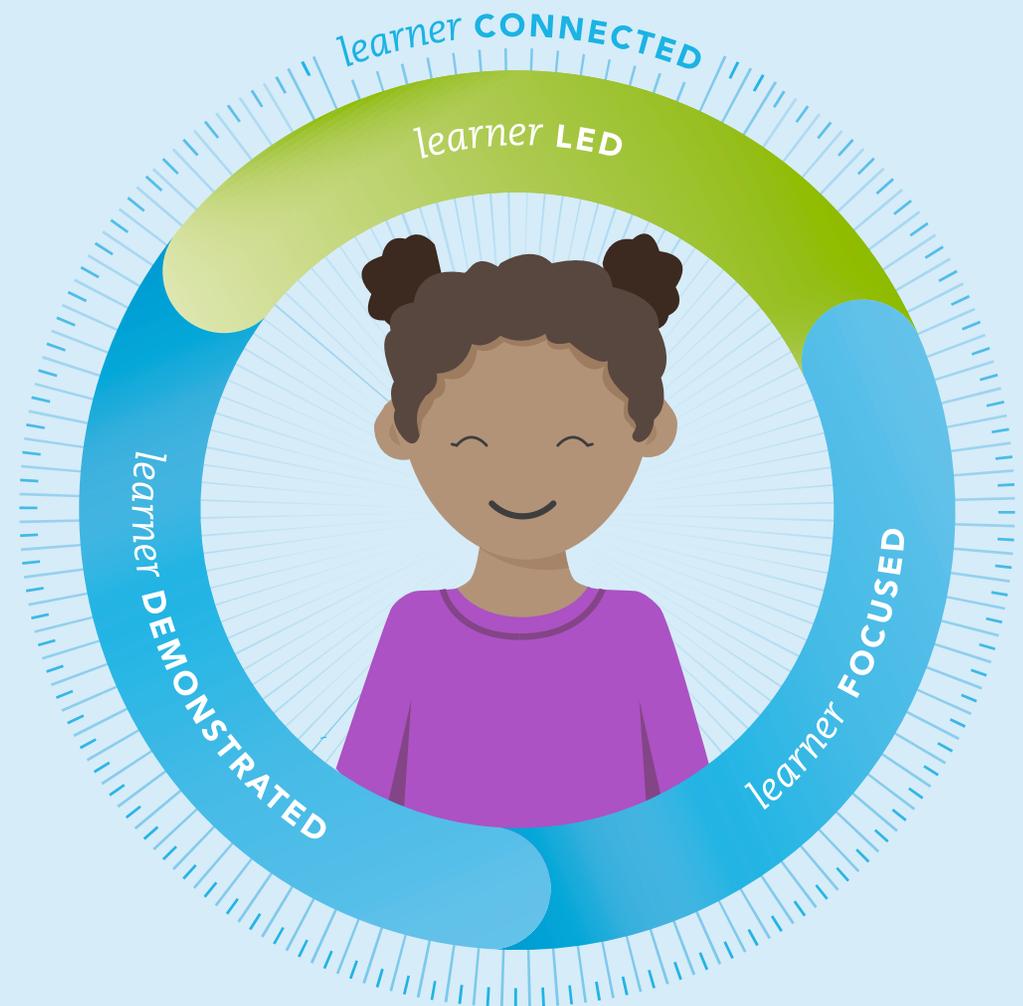


CORE COMPONENT

Learner Led: Enable learners to take ownership of their learning so that it can dynamically adjust to their skills, curiosity and goals

ELEMENTS of LEARNER LED

- Co-design their learning experiences
- Articulate their interests, strengths and needs
- Assess and monitor their own progress
- Partner in setting learning goals and plans
- Collaborate with others to achieve goals
- Advocate for needed support from teachers, peers, technology and other sources
- Reflect upon their learning and continually refine their strategies
- Adopt a growth mindset





Strategies for being *Learner Led*

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HOW MIGHT WE SUPPORT LEARNERS IN...

Co-designing their learning experiences

EXAMPLE STRATEGIES

Collaborate with learners to identify and include learner preferences and optimal learning conditions (e.g., modalities, technology use, the nature and duration of learning activities, pacing, grouping size, and when/where learning will take place)

Co-design learning experiences that include their preferred conditions for learning

Engage learners in reflection and assessment of activities to determine efficacy and inform future directions of learning opportunities

HOW MIGHT WE SUPPORT LEARNERS IN...

Articulating their interests, strengths and needs?

EXAMPLE STRATEGIES

Offer tools to help learners identify their own interests, strengths, needs and preferences (e.g., interest inventories, checklists, reflection exercises)

Provide learners with a systematic method (i.e., a learner profile) for documenting learning needs and preferences

Encourage and model methods for reflecting on their needs as learners

Encourage learners to think about and articulate how they are learning



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HOW MIGHT WE SUPPORT LEARNERS IN...

Assessing and monitoring their own progress?

EXAMPLE STRATEGIES

Partner with learners to identify the sources, methods and frequency that will be used to assess progress (e.g., self, peer, technology-based methods)

Define the role learners will play in assessing and monitoring their own progress

Provide learners with ongoing access to their performance data to help identify academic needs

Provide support and guidance to build learners' assessment literacy and skills

Meet with learners to discuss the effectiveness of the current plan for assessing and monitoring progress

HOW MIGHT WE SUPPORT LEARNERS IN...

Partnering in setting goals and plans?

EXAMPLE STRATEGIES

Provide learners with the data sources and expectations necessary for planning learning goals

Discuss assessments with learners and guide them to identify a set of learning goals that are achievable, measurable and meaningful to them

Offer learners an organized approach to outline and document their learning plan (e.g., template, rubric)

Partner with learners to establish a timeline and a plan for monitoring progress in meeting goals

Support learners in articulating the purpose of their work and its relationship to their learning goals



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HOW MIGHT WE SUPPORT LEARNERS IN...

Collaborating with others to achieve goals?

EXAMPLE STRATEGIES

Encourage learners to work with and seek assistance from peers (e.g., on projects, to answer questions, and for help in solving problems)

Set expectations and support for receiving, interpreting and applying feedback from others

Set expectations and support for the development of “team” skills (e.g., negotiation, conflict resolution, and assertion)

Set expectations and support to enable learners to work in groups/teams as they create evidence of learning

Provide guidelines for teamwork that help promote positive team functioning and the development of team skills

Cultivate an environment for learners to move purposefully and freely within the classroom to enhance collaboration and peer support

HOW MIGHT WE SUPPORT LEARNERS IN...

Advocating for needed support from teachers, peers, technology and other sources?

EXAMPLE STRATEGIES

Partner with learners to identify and document the likely resources they will need to support their learning

Coach learners to identify needs and advocate for those needs to be met

Document available, suitable resources needed in learning plans and how these resources can be accessed autonomously

Clarify any expectations or instructions related to learners’ autonomous accessing of needed resources (e.g., Internet access, nature and frequency of access to peers, and independent problem-solving steps prior to seeking teacher support)

Position teacher role based on the learning needs of learners (e.g., director, facilitator, mentor)

Refrain from immediately offering support and solutions when learners begin to struggle, and encourage learners to seek help from peers, technology and other sources to answer questions and resolve problems with their own resources



Strategies for being *Learner Led*

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HOW MIGHT WE SUPPORT LEARNERS IN...

Reflecting upon their learning and continually refining their strategies?

EXAMPLE STRATEGIES

Partner with learners to reflect upon and document their own learning needs and progress

Model data examination, discuss progress, and identify challenges and needed supports

Help learners reflect upon their learning strategies and efforts, as well as the result of those strategies and efforts in regards to meeting desired learning goals

Encourage learners to revise their learning strategies based on these reflections

HOW MIGHT WE SUPPORT LEARNERS IN...

Adopting a growth mindset?

EXAMPLE STRATEGIES

Provide feedback that is objective and non-judgmental

Encourage learners to experiment and try multiple strategies to solve problems

Celebrate learner efforts even when they “fail”

Encourage learners to reflect upon and report on effort and strategies as often as reporting on results

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The Institute for Personalized Learning – a division of CESA #1

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.