

Personalized Learning Rubric
Revised 05/29/02

Definition: Personalized Learning means teachers and students share responsibility for learning based upon their mutual understanding of their needs and aspirations. Educators know and develop a relationship with each student and his/her family. That knowledge and relationship is then used to collaboratively plan and direct that young person's education based upon the Washtenaw County common expectations. Together, teachers and students determine and agree to learning opportunities, instructional choices and assessment criteria.

Criteria	1	2	3
Teachers and students share responsibility for learning based upon their mutual understanding of their needs and aspirations.	The relationship between teacher and student is one-way. Classrooms are teacher-directed. The teacher is responsible for teaching and the student is responsible for learning.	The relationship between the teacher and the student varies. The classroom is still teacher directed and he/she is the lesson-planner, yet plans are formed with respect to students' backgrounds and interests. The teacher continuously collects this information to drive/guide instruction.	Both the teacher and the student are the learners. They actively seek improvement and engagement. They share responsibility for learning based upon their mutual understanding of their needs and aspirations.
Teachers, students and families co-plan an individual student program based on high standards, which include the Washtenaw County Common Expectations for student learning.	Teacher/School/District constructs all curriculum and determine criteria by which the curriculum will be assessed.	Teacher/School/District/State construct curriculum with respect to students' backgrounds and interests. Criteria by which curriculum will be assessed has a "student voice". Students help construct some assessments and self-assess.	Using high standards, which include the Washtenaw County Common Expectations for student learning, teachers, students, and families work together to plan an individual student program, as well as assess the student's progression toward the goals of the individual student program.
Families support the implementation of the individual student program at school and home.	Relationship between home and school is inconsistent. Communication and support fluctuates.	Families support the implementation of the individual student program at school through involvement in the planning process. Parents are involved with homework and assist at home.	Families support the implementation of the individual student program at school through active involvement in the planning process, as well as at home through expectations for and support of student learning related to the plan.

<p>Together, teachers and students determine and agree to learning options (opportunities), instructional choices, and rigorous assessment criteria.</p>	<p>Teachers construct classroom assessments for evaluation purposes. All students complete the same assessments aspiring to the same specific criteria, producing similar products or going through similar processes. Criteria for assessments generate from the teacher's view of what is most important to be learned. Instructional strategies and methods are teacher-directed.</p>	<p>Some student-teacher generated assessments are utilized. Multiple assessments are used. Criteria for assessments come from the standards. Teachers use assessment for evaluation purposes and for feedback to students. Assessments allow for a limited variety of opportunities for students to demonstrate learning. Instructional strategies and methods vary with respect to the students' background and interests. Diversity and learning styles are considered when the teacher plans.</p>	<p>Together, teachers and students co-construct rigorous assessment criteria (based on high standards/common expectations) and allow for diversity in demonstration of attainment of knowledge and skills. Multiple assessments are utilized and drive instruction. Students self-assess and submit to teachers to measure progression. Individual learning styles and modalities directly influence instruction. Differentiated instruction to meet all students' needs results.</p>
<p>Teachers and students identify and use their individual learning styles and diverse backgrounds, prior knowledge, and experiences to guide, construct and maximize learning opportunities.</p>	<p>Learning opportunities are decided upon by the teacher based on his/her interests in the curriculum. Learning opportunities are based on time, availability of resources, and teacher intention.</p>	<p>Learning opportunities are varied and are primarily designed by the teacher with respect to students' diverse backgrounds and interests. They serve to allow students different experiences with the knowledge and skills with which they have been working.</p>	<p>By identifying and using their individual learning styles, diverse backgrounds, and prior knowledge, teachers and students guide, construct, and maximize learning opportunities.</p>
<p>Teachers, students and families increase their capacity to trust one another in order for students to become independent learners.</p>	<p>Student learning is dependent upon teacher direction. Teacher and student expectations are inconsistent with each other. Report cards are sent to parents periodically.</p>	<p>Teachers and students show signs of giving each other permission to work within a set of parameters established primarily by the teacher. Requirements are then established. Strict adherence to the requirements are expected. Parents help establish the requirements and are provided with regular updates.</p>	<p>Through mutual empowerment and choice, teachers, parents and students work together to further student learning and satisfaction. Supported by this trust, students grow in their capacity to work independently toward ever-increasing, self-established expectations based on the Washtenaw County Common Expectations.</p>

<p>Teachers, students, families and community members collaborate with each other to provide the best educational opportunity for all students.</p>	<p>Communication is inconsistent between teachers. Students work independently in a teacher-directed classroom. Families and community members work with the schools at their own discretion.</p>	<p>Some teaming structures exist. Students work independently and in groups for inconsistent purposes. Families and community members are asked to take part in school activities, functions, and lessons.</p>	<p>Teaming and collaboration are the norms among teachers. Students work independently and in groups and take on specific leadership roles to increase learning opportunities. Families and community members are integral components to further student learning and work as partners with the school to provide the best educational opportunity for all students.</p>
--	---	--	--

Alternative Definition

¹ *Personalized Learning is the effort on the part of a school to organize learning environments to take into account individual student voice, characteristics, and needs including family characteristics and needs and to make use of flexible instruction and multiple assessment practices.*

¹ Adapted from Keefe, W. K. and Jenkins, J. M. (2002). A Special Section on Personalized Instruction. *Phi Delta Kappan*. 83(6), 440-448. *This definition is inclusive of the vision. It represents a broad environment while elevating it to a school level.*