

# MA Personalized Learning Network School Planning Tool

The goal of this needs assessment is to determine readiness for Personalized Learning and to support the strategic planning process.

Conditions for Personalized Learning:	Principles of Personalized Learning:
<ol style="list-style-type: none"> <li>1. School Leadership and Vision</li> <li>2. Aligned District and School Autonomies</li> <li>3. Professional Collaborative Communities</li> <li>4. Family and Community Partnerships</li> <li>5. Cultural Relevance and Attention to Equity</li> <li>6. Campus Technology and Infrastructure</li> </ol>	<ol style="list-style-type: none"> <li>1. Dispositions for Learning</li> <li>2. Student-Driven Learning</li> <li>3. Flexible Learning</li> <li>4. Authentic Learning</li> <li>5. Competency-Based Learning</li> </ol>



**Outcomes: Equity in Achievement**

**Rating Scale:**

- 4 – Sustainable: demonstrates evidence of creating a personalized learning school
- 3 – Moving toward Sustainability: demonstrates evidence of creating a personalized learning school, but more evidence is needed
- 2 – Initial Steps toward Sustainability: demonstrates little evidence of creating a personalized learning school
- 1 – Area of Concern: demonstrates insufficient evidence of creating a personalized learning school

## School Conditions for Personalized Learning

<b>Condition 1: School Leadership &amp; Vision</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	The school leadership team keeps, articulates, and models the vision/mission for the whole school community, and keeps teaching and learning at the center of the school's agenda.(CCSSO,II.3.a-d,II.4.a-d)				
2	The school leadership team uses data to inform curriculum, instruction, and assessment, to determine school-wide needs and to develop ongoing plans for improvement.(CCSSO,IV.2.a)				
3	The school leadership team demonstrates strong, consistent, and outcome-focused management and organizational skills. School-wide systems and policies are clearly documented, communicated, available, and owned by the school community.(CCSSO,II.6.a)				
4	Staff members shape, manage, and participate in a variety of key decision-making platforms such as the instructional leadership team, committees, and school initiatives.(CCSSO,III.4.a-d)				
5	The school leadership team has a clear definition of college readiness and learning growth and the tools to measure progress.(CCSSO,I.I.c)				
6	Personalized learning fits within the school's strategic priorities, and the school's leadership and/or governance body demonstrates support for personalized learning.(CCSSO,II.2)				
7	The school has a documented track record of implementing major change initiatives.(CCSSO II.3.b)				

8	The school has overall financial health and the availability of funds to support personalized learning principles and/or the ability to repurpose available funds for personalized learning (e.g., digital content, assessments, or professional development).(CCSSO,II.4.e)				
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<b>Condition 2: Aligned District and School <a href="#">Autonomies</a></b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	The school has regulatory flexibility and decision-making power to best meet the needs of students and can create the conditions that realize the school's mission and vision towards personalized learning.(CCSSO,III.4.c)				
2	The school has autonomy over staffing, budget, curriculum and assessment, professional development, governance, and schedule. (See <a href="#">Autonomies</a> )				
3	The school is committed to redefining teachers' roles and responsibilities to support personalized learning strategies (e.g., creation of master teachers, learning facilitators) as well as educator talent recruitment, development, and retention.(CCSSO,II.2.a.i-vi)				

<b>Condition 3: Professional Collaborative Communities</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	The school leadership team engages the school community in reflecting on successes and challenges and invites the staff into the process of yearly goal setting for the school.(CCSSO,III.2.c)				
2	School leaders model and encourage instructional risk taking.(CCSSO,II.4.c)				
3	The staff has access to ongoing, job-embedded professional development. The school's professional development plan is developed through a collaborative process and is informed by multiple sources of data including the school's strategic plan, educator evaluation, and qualitative and quantitative data on student achievement.(CCSSO,III.4)				
4	School staff meet in professional learning community groups to regularly look at student work, calibrate curriculum, engage in data-based inquiry, develop rubrics and assessments, monitor student progress, and develop instructional interventions.(CCSSO,III.4.b&c)				
5	The teacher schedule includes sufficient time for planning, collaboration, and data analysis to ensure the effective planning and delivery of engaged learning.(CCSSO,IV.2-3&7)				
6	School policies support the training of teachers and administrators in personalized learning strategies. Professional development resources and activities enable school staff to implement personalized learning.(CCSSO,II.2.a)				

<b>Condition 4: Family and Community Partnerships</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	The school has opportunities, including groups, teams, and events, for families and community members to serve in significant roles towards fulfilling the school's vision/mission.(CCSSO,III.2.c)				
2	The school informs parents of school-wide student achievement data and their own child's data and includes them as partners in conversations about how to improve outcomes. The school provides consistent opportunities for families to attend parent/student/teacher conferences and student presentations in which students are asked to reflect on their learning.(CCSSO,III.2.c.i,IV.2.b)				
3	The school has established substantial reciprocal community partnerships which help address identified needs and support the achievement of the vision/mission of the school.(CCSSO,III.2.c)				



4	The school implements culturally appropriate communication practices, including printed materials in all major languages to ensure that all prospective and current students and families understand the school's vision/mission and programs offered.				
5	There is a shared vision for personalized learning; teacher union, parents, students, and other community stakeholders support the changes necessary to implement personalized learning.(CCSSO,III.2.b&C)				

<b>Condition 5: Cultural Relevance and Attention to Equity</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	All students have access to high quality, culturally relevant curriculum, instruction, and assessment. The school creates the culture, structure, and practices to ensure equitable outcomes among all groups of students.(CCSSO,II.1)				
2	Equity and data are evident in professional conversations, practices, programs, and belief systems in the school, with students, staff, parents, and community partners.(CCSSO,II.1)				
3	The school, using data, develops and implements rigorous plans to address inequitable patterns of achievement and reviews the results of such plans to maintain attention to and further address inequities of opportunity and achievement gaps.(CCSSO,II.1)				

<b>Condition 6: Campus Technology &amp; Infrastructure</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	School-wide student-to-device ratio is 2:1 or better.				
2	The school uses software to generate data on student learning needs to inform delivery of instruction in a sophisticated way.(CCSSO,IV.8.f)				
3	Educators have access to and training to use software for learning instruction/content, reporting, and adaptive learning management.(CCSSO,IV.8.a)				
4	The school has formal rules for all aspects of managing student, teacher, or other data.				
5	Schools have bandwidth of 100 Kbps/ student.				
6	Classrooms have capacity to handle 25-35 simultaneous WiFi connections.				
7	The campus has on-demand IT support from staff who have formal training and/or significant prior experience; Skill proficiency is captured and supported with a formalized training program.				
8	>90% of classrooms have the electrical outlets, fixed-line network connections, display technology (e.g., digital projectors), and furniture to support a blended learning environment.				
9	The school has few impediments to modifying physical spaces, and/or the funds required to do so are accessible.				
10	Broadband access, internet-enabled devices, and other digital tools are accessible in school and at home.				



## Principles of Personalized Learning

<b>Principle 1: Dispositions for Learning</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	School staff are prepared to teach social and emotional skills while fostering social and emotional learning (SEL) language and behaviors among students.(CCSSO,II.1.f)				
2	School staff are prepared to teach cultural competency while fostering cultural competence language and behaviors among students.(CCSSO,II.1.f)				
3	Social-emotional learning activities/programs exist in the school that support students' social and emotional development, promote optimal mental health, and prevent risk behaviors (e.g., counseling, anti-bullying, service learning, character education, student support services, etc.)(CCSSO,II.1.e)				
4	The school offers a safe environment for learning with clear expectations for behavior and interactions.(CCSSO,II.4.c&d)				
5	The school collects, analyzes, and uses, on a regular basis, data about student behavior, academic achievement, and social and emotional competence.(CCSSO,IV.2.a)				
6	There is an intentional focus at the school on supporting students to develop a “growth mindset.”(CCSSO,II.3)				
7	Generally, students believe in their own self-efficacy and feel that they're likely to succeed.(CCSSO,II.3)				
8	There are opportunities for any students to take on leadership roles in the classroom, school, and community.(CCSSO,II.2.ii)				

<b>Principle 2: Student-Driven Learning</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	Students are given choices of when, how, and what they learn.(CCSSO,I.3.d,I.2.b.ii)				
2	Students address standards at the time and in the manner that meets their needs. (CCSSO,I.3.d,I.2.b.ii)				
3	A personalized academic profile is created for each student that describes a student's learning style, learning disabilities, strengths, weaknesses, and any other relevant information.(CCSSO,IV.2.a)				
4	Data—captured from multiple institutions—and systems are available to enable creation and analysis of data in order to create personalized academic profiles.(CCSSO,IV.2.b)				
5	Staff members, parents, and students can effectively access data in personalized academic profiles in real time.(CCSSO,IV.2.b)				
6	Staff members, parents, and students can effectively make use of personalized academic profiles to evaluate the needs of individual students in an appropriate manner to create personalized learning plans.(CCSSO,IV.2.a)				
7	Personalized learning plans are developed by students in collaboration with teachers, counselors, and parents.(CCSSO,IV.2.c,IV.3.d.i)				
8	Personalized learning plans are developmentally appropriate and reflect students' emerging abilities, aptitude, and dispositions, and pushes the student to progress to the next level.(CCSSO,IV.2.c,IV.3.d.i)				
9	The plans consist of a personalized sequence of instruction that aligns with the student's skill level, stimulates the student's interest.(CCSSO,IV.2.c,IV.3.d.i)				



10	Plans vary by when and where learning takes place, types of instructional strategies, pace and place of learning, and types of courses.(CCSSO,IV.2.c,IV.3.d.i)				
11	The plans define the scope and rigor of academic and experiential opportunities necessary for students to complete school successfully, attain post-secondary readiness, and be prepared to engage actively in civic life.(CCSSO,IV.2.b,IV.3.c)				
12	All operational elements—staffing plans, space utilization, and time allocation—respond and adapt to support students in achieving their goals and are regularly reviewed.(CCSSO,III.1.b&c)				

<b>Principle 3: Flexible Learning</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	The students' schedules include sufficient time for students to fully engage in teacher-led, small group instruction, project-based learning, and digital learning.(CCSSO,IV.5-8)				
2	Students have access to digital learning, online courses, project-based learning, tutoring, small group teacher led instruction, formal courses, and community-based learning, such as internships and local events.(CCSSO,IV.8.g,IV.5.b)				
3	There are multiple pathways to promotion/graduation (career academies, college preparatory curriculum, International Baccalaureate, internships, apprenticeships).(CCSSO,IV.5.b,IV.6.b,IV.7.c)				
4	Student-driven learning paths include opportunities for online or blended learning, flexible grouping, and any mix of these and other elements.(CCSSO,IV.5.c,1.2.a.i&ii)				
5	Teachers have clear roles and procedures to maximize learning time in their classrooms, including but not exclusive to: efficient transitions to different learning stations, established protocols for addressing technology issues, and expectations for non-teaching and learning activities.(CCSSO,II.2.a)				
6	A collaborative learning environment exists in which the teacher is perceived as both director of instruction and a facilitator or activator of learning.(CCSSO,IV.7)				
7	Students have the opportunity to use technology to increase individualization of their learning plans and are self-directed and persistent in their learning.(CCSSO,IV.4.b&e)				
8	When students struggle, they seek to problem-solve individually before asking the teacher for help and take on appropriate rigorous tasks without being prompted by the teacher.(CCSSO,IV.4.b&e)				
9	The regular use of digital content by teachers and students aligns to existing school-wide priorities, goals, and instructional practices, and both teachers and students can articulate this alignment.(CCSSO,IV.8.e)				
10	Instructional leaders at the school are proficient in the use of online content and tools to improve opportunities for student learning.(CCSSO,IV.8)				

<b>Principle 4: Authentic Learning</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	There is an availability of district curriculum and assessments that enable personalized learning across subjects and grade levels.				
2	Student-driven learning paths include opportunities for inquiry and project-based learning, tutoring or small group instruction, formal courses and community-based learning, and any mix of these and other elements.(CCSSO,IV.5.c,1.2.a.i&ii)				
3	Students have the opportunity to engage in meaningful, culturally- and personally-relevant work.				



4	Students learn to transfer knowledge and apply complex skills in preparation for college, career, and life.(CCSSO,IV.5.b,IV.7.c,IV.6.b)				
5	Students have the opportunity to express what they know and are able to do in a variety of ways and are assigned rich and engaging work that requires them to demonstrate their understanding of important ideas.(CCSSO,IV.4)				
6	Well-designed projects allow for student choice.(CCSSO,IV.4)				
7	Students have opportunities for deep immersion in interesting problems or topics directly connected to standards.(CCSSO,IV.4)				
8	Students are assessed on product- or outcome-based activities.(CCSSO,IV.1.b&d)				
9	A system of assessments grounded in high quality performance tasks aligned to rigorous standards [e.g., Common Core State Standards (CCSS), Next Generation Science Standards, 21st Skills] drives curriculum and instruction to ensure deep and comprehensive learning for all students.(CCSSO,IV.2)				
10	Teachers are assessment literate and can use a variety of assessments across the continuum appropriately for multiple purposes including formative and summative uses.(CCSSO,IV.2.b)				
11	Educators work together to align, design, and analyze rigorous common performance assessments that are valid and reliable.(CCSSO,III.1.a)				
12	Educator created assessments are used to increase student achievement and equity of outcomes.(CCSSO,III.1.a)				
13	Teachers use the results of quality performance assessments to guide their daily instruction, assignments and larger revisions of curriculum and to make high-stakes decisions related to graduation and promotion.(CCSSO,IV.2.a)				

<b>Principle 5: Competency-Based Learning</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	Learning goals are the same for all students, but students progress through material at different speeds according to their learning needs.(CCSSO,IV.3.d)				
2	Students' progress toward clearly-defined goals is continually assessed.(CCSSO,IV.2.b)				
3	The teacher allows struggling students to have additional time to access texts, online or digital lessons, and other instructional programs that reinforce the content and skills to ensure they have the necessary time to become proficient and be prepared for the next level of instruction.(CCSSO,IV.3.c)				
4	Competency-based strategies provide flexibility in the way that credit can be earned or awarded and provide students with personalized learning opportunities.(CCSSO,IV.3&5-6)				
5	Students advance and earn course credit (if applicable) as soon as they demonstrate an adequate level of mastery.(CCSSO,IV.3.b)				



## Outcomes: Equity in Achievement

<b>Outcomes: Equity in Achievement for College, Career &amp; Life</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Engagement</b>				
The percent of students absent 10 or more days decreases by 20% (Source: MA DESE School profile)				
The percent of students disciplined through suspensions decreases by 30% (Source: MA DESE School profile)				
50% of students improve their perceptions of their school in the following areas (Source: Student Survey) <ul style="list-style-type: none"> <li>• School climate/culture</li> <li>• Student engagement</li> <li>• Student teacher-relationships</li> <li>• Sense of belonging in the school</li> </ul>				
50% of students improve their overall competencies in the following areas: (Source: Student Survey) <ul style="list-style-type: none"> <li>• Academic mindsets</li> <li>• Grit/Perseverance</li> <li>• Agency over learning</li> </ul>				
<b>Achievement</b>				
The percent of students who score proficient or advanced on the Massachusetts state ELA, Math, and Science assessments increases by 20% (Source: Student Administrative Data)				
The school's median Student Growth Percentile (SGP) for each grade increases by an average of 5 percentile points in both ELA and Math (Source: Student Administrative Data)				
Achievement gaps on state assessments have decreased relative to the overall state average for each subgroup category of free/reduced school lunch, race (Black and Latino), English Language Learner, and special needs Math (Source: Student Administrative Data)				
Achievement gaps on school capstone assessments have decreased in each subgroup category of free/reduced school lunch, race (Black and Latino), English Language Learner, and special needs (Source: Student Administrative Data)				
<b>College and Career Readiness</b>				
The percent of students who complete a MassCore curriculum sequence increases by 20% (Source: MA DESE School profile)				
Fifty percent or more of graduates have completed at least one dual enrollment course with a college prior to graduation, and/or have increased the percent from the prior year (Source: MA DESE School profile)				
The percent of students who enroll in at least one Advanced Placement course and score a "3" or better on the AP assessment increases by 20% (Source: MA DESE School profile)				
The percent of graduates enrolled in postsecondary education the year after graduation increases by 20% (Source: MA DESE School profile)				
<b>Teacher Efficacy</b>				
50% of teacher improved their overall scores in the following areas (Source: Teacher Survey) <ul style="list-style-type: none"> <li>• Empowerment to make decisions about teaching and learning</li> <li>• Support from school leader</li> <li>• Implementation of personalized learning instructional practices</li> </ul>				



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