



PSCPL

Puget Sound Center for Personalized Learning



PSCPL Framework

Personalized learning is tailoring learning for each student's strengths, needs, culture, and interests, including the student's voice and choice in what, how, when and where they learn. This is achieved by supporting students, teachers, and families in the development of flexible and equitable learning environments to ensure mastery of the highest learning standards to reach individual student's goals.

Vision & Strategy

- Vision and core mission alignment
- Shared understanding and culture of racial equity
- Clear strategy for measures and outcomes

Student-centered Learning Environments

- Personalized learning plans for students
- Students as self-directed learners
- Access to high quality, culturally relevant curriculum, instruction, and assessment

Habits of Mind

- Growth mindset for students, educators, and parents
- Focus on personal success
- Social-emotional learning (SEL)

Instructional Core

- Instructional design aligned to students' needs and strengths
- Instructional alignment to district/school outcomes and measures
- Alignment and integration of instructional technology

Continuum of Instructional Support

- Flexible learning environments
- Competency-based progression
- Continuous support to address inequitable patterns

Puget Sound Center for Personalized Learning Framework: Guiding Questions

Vision & Strategy	Student-centered Learning Environments	Habits of Mind	Instructional Core	Continuum of Instructional Support
<p>Vision and core mission alignment</p> <p>Is your vision for personalized learning clear and aligned with the core mission of the district?</p> <p>How have you incorporated your stakeholders voices into your improvement strategies?</p>	<p>Personalized learning plans for students</p> <p>Do personalized learning plans exist for students that describe individual's learning style, learning abilities, strengths, weaknesses, and any other relevant information?</p> <p>How does your schedule reflect personalized learning for students?</p>	<p>Growth mindset for students, educators, and parents</p> <p>Is there an intentional focus at the school on supporting students to develop a "growth mindset" where students believe in their own self-efficacy and feel that they are likely to succeed?</p> <p>How do you instill "growth mindset" for students and and engage educators and parents in your school?</p>	<p>Instructional design aligned to students' needs and strengths</p> <p>Does instructional design for PL allow for student choices on when, how, and what they learn with a variety of opportunities for inquiry and project based learning?</p> <p>How do schools' personalized learning instructional models look like?</p>	<p>Flexible learning environments</p> <p>Do student schedules include sufficient time for students to fully engage in a variety of instructional models such as: teacher-led, collaborative, project-based, and digital learning?</p> <p>How do your learning environments support student-centered learning?</p>
<p>Shared understanding and culture of racial equity</p> <p>Does your school create the culture, structure, and practices to ensure equitable outcomes for all groups of students?</p> <p>How do you embed a racial analysis into your continuous improvement processes?</p>	<p>Students as self-directed learners</p> <p>Are students given choices of when, how, and what they learn to address standards at the time and manner that meet their needs?</p> <p>How do you develop students as self-directed learners?</p>	<p>Focus on personal success</p> <p>Does the school provide a variety of student-driven learning opportunities that allow for student engagement and success?</p> <p>How do you identify and celebrate success that is meaningful for each individual?</p>	<p>Instructional alignment to district/school outcomes and measures</p> <p>Are high quality performance assessment included in the school's assessment plan that are aligned to rigorous standards, curriculum and instruction and ensure deep learning for all students?</p> <p>How do you ensure that instructional design for personalized learning delivers effective outcomes for students' learning?</p>	<p>Competency-based progression</p> <p>Does the school maintain the same learning standards for all students while allowing students to advance and earn credit as soon as they demonstrate adequate mastery?</p> <p>How do you ensure that each student's learning progress is based on the mastery of skills?</p>
<p>Clear strategy for measures and outcomes</p> <p>Do students have the opportunity to express what they know and are able to do in a variety of ways?</p> <p>How do you measure the success of PL using a variety of assessments?</p>	<p>Access to high quality, culturally relevant curriculum, instruction, and assessment</p> <p>Do students have access to high quality, culturally relevant curriculum, instruction, and assessment?</p> <p>How do you ensure that all students – regardless of their differences in gender, race, etc. – are provided with quality curriculum, instruction, and assessment?</p>	<p>Social-emotional learning (SEL)</p> <p>Do SEL activities/programs exist in the school that support students' social and emotional development, promote optimal mental health and prevent risk behaviors?</p> <p>How are the school's staff equipped to teach social and emotional skills and foster social and emotional learning language and behaviors among students?</p>	<p>Alignment and integration of instructional technology</p> <p>Does your school use technology for instruction and to generate data on student learning to inform delivery of instruction in a sophisticated way?</p> <p>How is instructional technology integrated and a beneficial part of personalized learning?</p>	<p>Continuous support to address inequitable patterns</p> <p>Is equity evident in professional conversations, practices, programs, and belief systems in the school, with students, staff, parents, and community?</p> <p>How do you continuously support and train staff so that inequitable patterns are detected and addressed promptly and appropriately?</p>