



## DOWNLOAD RESOURCES FOR DEFINING PRACTICES

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### Personalization v Differentiation v Individualization Chart (v3)

There is a difference between personalization, differentiation, and individualization.

One is learner-centered; the others are teacher-centered.

| Personalization  | Differentiation   | Individualization  |
|--|---|--|
| The Learner...   | The Teacher...  | The Teacher...   |
| drives their learning.   | provides instruction to groups of learners.   | provides instruction to an individual learner.   |
| connects learning with interests, talents, passions, and aspirations.  | adjusts learning needs for groups of learners.  | accommodates learning needs for the individual learner.  |
| actively participates in the design of their learning.   | designs instruction based on the learning needs of different groups of learners.                | customizes instruction based on the learning needs of the individual learner.  |
| owns and is responsible for their learning that includes their voice and choice on how and what they learn.                    | is responsible for a variety of instruction for different groups of learners.                   | is responsible for modifying instruction based on the needs of the individual learner.                                   |
| identifies goals for their learning plan and benchmarks as they progress along their learning path with guidance from teacher. | identifies the same objectives for different groups of learners as they do for the whole class. | identifies the same objectives for all learners with specific objectives for individuals who receive one-on-one support. |

Barbara Bray & Kathleen McClaskey, 2014



### Stages of Personalized Learning Environments (version 5)

| Stage One<br>Teacher-Centered  | Stage Two<br>Learner-Centered   | Stage Three<br>Learner-Driven  |
|--|---|--|
| The teacher...   | The learner...  | The learner...   |
| understands how each learner learns based on Learner Profile (LP) and data.  | with teacher guidance updates LP by recognizing how learning changes.   | monitors and adjusts LP as he or she learns with teacher as a partner in learning.   |
| makes instructional decisions on methods and materials based on four diverse learners' LPs to create a Class Learning Snapshot (CLS).    | identifies learning strategies and skills with teacher to create action steps for learning goals in PLP.                                | is an expert learner with agency who applies innovative strategies and skills to redesign and achieve learning goals in PLP. |
| refers to CLS to redesign learning environment by changing physical layout of classroom.   | co-designs the learning environment with multiple learning zones with teacher.  | expands the learning environment in and outside of school to include the local and global community.                         |
| universally designs instructional methods and materials and guides learners to establish learning goals in Personal Learning Plan (PLP). | with teacher decides how he or she accesses information, engages with content and expresses what they know using learning goals in PLP. | self-directs how, when, and where he or she monitors, adjusts, and achieves learning goals in PLP.                           |

Barbara Bray & Kathleen McClaskey, 2016