



# Stages of Personalized Learning Environments (version 4)

Stage One Teacher-Centered	Stage Two Learner-Centered	Stage Three Learner-Driven
<b>The teacher...</b>	<b>The learner...</b>	<b>The learner...</b>
understands how each learner learns based on Personal Learner Profile (PLP) and data.	with teacher guidance updates PLP by recognizing how learning changes.	monitors and adjusts PLP as he or she learns. The teacher is a partner in learning.
makes instructional decisions on methods and materials based on four diverse learners' PLPs to create a Class Learning Snapshot.	identifies learning strategies and skills with teacher to create action steps for learning goals in Personal Learning Plan (PLPlan).	is an expert learner with agency who applies learning strategies and skills to support and update learning goals in PLPlan.
redesigns the learning environment by changing the 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 larger community.
revises lessons and projects that encourage learner voice and choice.	and teacher are transforming lessons and projects together to include learner voice and choice.	designs challenging learning experiences based on interests, passions and talents.
universally-designs instructional methods and materials and guides learners in establishing learning goals in Personal Learning Plan (PLPlan).	with teacher decides how he or she will best access information, engage with content and express what they know based on learning goals in PLPlan.	self-directs how he or she accesses information, engages with content and expresses what they know by monitoring and adjusting learning goals in PLPlan.
uses existing or designs formative and summative assessment strategies and leads learner conferences with parents.	contributes to design of peer and self-assessment strategies, reflects on learning, and leads conferences with parents, teachers and peers.	designs assessment strategies and showcases evidence of learning through exhibitions that involve parents, peers, teachers, and community.
is introduced to competency-based learning. Learning is still part of a standards-driven, time-based grade level system.	demonstrates mastery of learning standards that may or may not be in a grade-level system transitioning to or are in a competency-based system.	learns at his or her own pace and demonstrates mastery with evidence of learning in a competency-based system.
or counselor suggests after-school and extra-curricular activities to learners based on learning goals in PLPlans.	and teacher work together to determine extended learning opportunities based on college, career and personal goals in PLPlan.	selects extended learning opportunities based on college, career and personal goals and interests, passions and purpose.
designs activities to include tools and strategies that effectively instruct and engage all learners in the classroom.	with teacher acquires skills to choose and use the appropriate tools and strategies to access information, engage with content and express what they know and understand.	chooses and uses the appropriate tools and strategies to access information, engage in learning, to express what he or she knows, and support them along learning path.



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