



Stages of Personalized Learning Environments (version 3)

Stage One Teacher-Centered with Learner Voice and Choice	Stage Two Learner-Centered with Teacher and Learner as Co-Designers	Stage Three Learner-Driven with Teacher as Partner in Learning
Teacher understands how each learner learns based on Personal Learner Profiles (PLP) and data.	Learner and teacher co-design and update the learner's PLP based on how they learn best.	Learner adjusts their PLP with teacher guidance by recognizing how their learning changes.
Teacher makes instructional decisions based on four diverse learners' PLPs to create a Class Learning Snapshot.	Learner identifies learning strategies and skills with teacher based on how they prefer or need to learn using PLP.	Learner is an expert learner who uses learning strategies and skills to support their learning goals.
Teacher redesigns the learning environment by changing the physical layout of classroom.	Learner co-designs the learning environment with multiple learning zones with their teacher.	Learner expands their learning environment outside of school to include larger community.
Teacher revises lessons and projects that encourage learner voice and choice.	Learner and teacher are transforming lessons and projects together to include learner voice and choice.	Learner designs challenging learning experiences based on their interests, passions, and talents.
Teacher universally-designs instruction and materials to engage and guide learners in establishing learning goals.	Learner with teacher guidance decides how to access information, engage with content and express what they know based on learning goals.	Learner self-directs how they access information, engage with content and express what they know based on learning goals.
Teacher uses existing or designs formative and summative assessment strategies and leads learner conferences with parents.	Learner contributes to design of assessment strategies and reflects on learning. Teacher and learner co-lead learner conferences with parents.	Learner designs assessment strategies and showcases evidence of learning through exhibitions that involve their parents, peers, teachers, and community.
Teacher is introduced to competency-based learning. Learning is still part of a standards-driven, time-based grade level system.	Learner demonstrates mastery of learning standards that may or may not be in a grade-level system as they and their teacher transition to a competency-based system.	Learner learns at their own pace by demonstrating mastery in a competency-based system.
Teacher or counselor suggests after-school and extra-curricular activities to learners based on learning goals.	Learner and teacher work together to determine extended learning opportunities based on learning goals and interests.	Learner selects extended and experiential learning opportunities based on goals, interests, and aspirations.
Teacher designs activities to include tools and strategies that instruct and engage all learners in the classroom.	Learner with teacher support acquires skills to choose and use the appropriate tools and strategies to access content and express what they know.	Learner chooses and uses the appropriate tools and strategies to engage in learning, to express what they know, and support them along their learning path.



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