ECCS Personalized Learning Star Reflection Tool

Purposeful Learning
How do learners find relevancy and make connections between themselves and their learning?

TEACHER DIRECTED Learner is more passive receiver	TEACHER CENTERED Learner options provided	TEACHER & LEARNER CO-DESIGNERS Learner choice is available	LEARNER DRIVEN Self-directed with teacher guidance
Teachers choose resources to build and support learning.	Teachers offer a choice of resources to build and support learning.	Learners, in collaboration with teachers, find and/or create resources to support learning.	With teachers as facilitators, learners find and/or create resources to support learning in the classroom.
Teachers communicate relevance of learning and how it can be used beyond the classroom.	Teachers engage learners in activities that reveal relevance of learning and how it can be used beyond the classroom.	Learners, in collaboration with teachers, investigate relevance of learning and how it can be used beyond the classroom.	With teachers as facilitators, learners demonstrate relevance of learning and how it can be used beyond the classroom.
Teachers craft activities to drive learner engagement and growth.	Teachers differentiate activities to drive learner engagement and growth.	Learners, in collaboration with teachers, craft personalized activities to drive learner engagement and growth.	With teachers as facilitators, learners demonstrate growth through personalized learning opportunities.
Teachers explain and use the ECCS Behaviors that Support Learning	Teachers provide opportunities for learners to practice the behaviors and skills that support learning.	Learners, in collaboration with teachers, self assess and conference on the behaviors and skills that support their learning.	Learners are self aware and can monitor and adjust their behavior to support their learning.

Purposeful Instruction
How do learners leverage relevant learning targets and authentic learning opportunities that meet their needs?

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Teachers have access to common course learning targets that are aligned with common course power standards.	Teachers use common course learning targets to guide instruction and communicates them to learners.	Learners, in collaboration with teachers, design instruction based on common course learning targets and learners can articulate how their learning is connected to the learning target(s).	With teachers as facilitators, learners guide their learning through the use of common course learning targets.
Teachers communicate connections, new ideas/insights, and chooses strategies to help learners.	Teachers provide multiple strategies to help learners make connections, investigate, inquire, and bring new ideas/insights into learning.	Learners, in collaboration with teachers, work to choose effective strategies through investigation, inquiry, and insight into learning.	With teachers as facilitators, learners choose strategies to make connections, investigate, inquire, and bring new ideas/insights into their learning.
Teachers create learning opportunities based on formative and summative assessment data.	Teachers create learning opportunities based on balanced assessments (pre, formative, and summative).	Learners, in collaboration with teachers, create learning opportunities where pacing is flexible and balanced assessment data is used.	With teachers as facilitators, learners create meaningful learning opportunities based on individual needs; pacing is flexible with balanced assessment.
Teachers are aware that intelligence is developed (growth mindset).	Teachers embrace a growth mindset and instill in their learners a belief that learning is continuous.	Teachers and learners collaborate to foster experiences focused on learning as a continuous process (growth mindset).	With teachers as facilitators, learners reflect on their learning and exhibit personal growth.

Purposeful Assessment and Feedback
How do learners use evidence and feedback to further their learning?

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Teachers align assessments to learning targets.	Teachers design assessments that clearly identify and label learning target(s) being assessed.	Learners, in collaboration with teacher, use assessments to give feedback on learner progress toward current level of mastery for individual learning targets.	With teachers as facilitators, learners self assess their level of mastery on individual learning targets and can partner with their teachers to determine what the next steps for learning.
Teachers have applied an 80% summative 20% formative rule to assessment of learning.	Teachers use no less than 90% summative to assess learning and has organized the gradebook by learning targets.	Learners, in collaboration with teachers, look at "bucket of evidence" and assesses the level of mastery of individual learning targets. (100 summative)	With teachers as facilitators, learners self assess their level of mastery of individual learning targets and determine their next steps for learning.
Teachers understand how balanced assessment guides instruction and supports learning. (Pre-test, Formative and Summative)	Teachers create learning opportunities based on balanced assessments.	Learners, in collaboration with teachers, understand the role of balanced assessment and how they inform learning and assessing overall level of mastery of individual learning targets.	With teachers as facilitators, learners self assess their level of mastery of individual learning targets and can determine what the next steps for learning.
Teachers provide feedback on learning tasks.	Teachers provide specific feedback related to standards and learning targets.	Learners, in collaboration with teachers, use effective feedback to inform learners of their progress and plan their next steps.	With teachers as facilitators, learners use just-in-time feedback to inform their learning and plan their next steps.
Teachers communicate to parents about learners' learning journey and progress.	Teachers provide evaluation tools for learners to self-assess.	Learners, in collaboration with teachers, use peer evaluation strategies to assess their learning.	With teachers as facilitators, learners effectively communicate their learning journey and progress

Engagement with Learning Tools
How do learners purposefully select tools to support their learning?

1a. Encourage learners to take responsibility for their own learning.
1d. Advocate for learners by supporting implementation of various tools to improve education.
1e. Know and uphold ethical principles and support learners with appropriate choice and use of learning tools.
4a. Differentiate instruction; know the appropriate levels for intellectual, emotional, physical, and social development
4c. Use a variety of instructional methods to meet all learners' needs.
4d. Integrate and utilize technology.
4f. Help learners collaborate in teams and develop leadership qualities.
5b. Participate in professional development activities aligned with goals and learner needs.

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Teachers use technology as a substitute for non-technology materials.	Teachers use technology to enhance instruction, feedback and/or assessment.	Learners, in collaboration with teachers, use a variety of technology tools to enhance instruction, feedback and/or assessment.	With teachers as facilitators, learners apply their skills to select or create technology tools that enhance instruction, feedback and/or assessment.
Teachers select learning tools and resources for learning aligned to power standards/learning targets.	Teachers direct learners to various learning tools and resources aligned to power standards/learning targets.	Learners, in collaboration with teachers, design opportunities for learners to appropriately choose from a variety of learning tools and resources.	With teachers as facilitators, learners self-direct how to access and use a wide variety of learning tools and resources to maximize learning.

Collaborative Environment
How do learners leverage their environment to maximize their learning?

1a. Create a classroom culture that empowers learner collaboration.
1c. Promote the establishment of positive working relationships through collaboration.
2a. Establish a respectful and inclusive environment for learners; encourages and advises others to do the same.
2b. Demonstrates awareness of diversity (of learners and of global issues).
2e. Work collaboratively with families and other adults significant to learners.
3d. Make instruction relevant to learners. Incorporate 21st century life skills. (Leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, & Social responsibility).
4b. Make curriculum responsive to cultural differences and individual learning needs by engaging learners in the process.
4f. Help learners collaborate in teams and develop leadership qualities.
4g. Establish classroom practices that encourage all learners to develop effective communications skills with each other.
5b. Participate in professional development activities aligned with goals and learner needs.

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Teachers design learning space for one method of instruction	Teachers design learning space in a way that supports various learning opportunities and educates learners about the purpose of each space.	Learners, in collaboration with teachers, identify the appropriate space to achieve their learning goal.	Learners can choose and/or create a space to achieve their learning goal and can articulate why that space can enhance their learning.
Teachers decide when the whole class should work alone, in pairs, or in larger collaborative groups	Teachers decide when learners should work alone, in pairs or in larger collaborative groups	Learners, in collaboration with teachers, choose when to work alone, in pairs or in larger collaborative groups	Learners choose and articulate when it is useful to work alone, in pairs or in larger collaborative groups
Teachers create an awareness of diverse learner experiences.	Teachers provide a variety of resources for learners to explore diverse experiences.	Learners, in collaboration with teachers, develop an understanding of their diverse learner experiences.	Learners independently explore and embrace others' diverse experiences.

Learner Voice and Choice
How do learners design and take ownership of their learning?

1a . Lead by taking responsibility for progress. (Data-driven instruction).
2b. Demonstrate awareness of diversity (of learners and of global issue
2c. Treat learners as individuals. Hold high expectations.
2d. Adapt teaching for benefit of learners with special needs.
3c. Direct learner's natural curiosity into an interest in learning.
3d. Deepen learner's understanding of 21st century skills; help them ma
4b. Plan data-driven instruction appropriate for the learners; engage lea
4c. Ensure the success of all learners through the selection and utilizati
4f. Encourage learners to create and manage learning teams.
4g. Encourage and support learners to articulate thoughts and ideas cle
4h. Encourage learners to use self and peer assessment feedback to as
5a/c. Adapt practice to best meet the needs of learners.

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Teachers design lessons for whole group setting.	Teachers provide multiple pathways for learners to engage in learning.	Learners, in collaboration with teachers, create rigorous pathways to engage in learning using a variety of methods and modes.	Learners design their own rigorous learning pathway based on standards, interests, talents, and passions.
Teachers decide what will be taught and how learners will show their learning.	Teachers demonstrate awareness of diverse learner experiences in the options provided to learners to show their learning.	Learners, in collaboration with teachers, choose ways to show learning.	Learners design the way they showcase their learning for an authentic audience based on individual styles, experiences, passions, and needs.

Personalized Learning Self-Reflection

Use these questions to reflect on your journey to find a balanced, personalized approach that supports learners in achieving their personal best.

1. What excites you the most about teaching?

2. How might personalized learning support this excitement?

3. In what ways do you believe you are currently personalizing student learning?

4. After exploring the ECCS Personalized Learning Elements, what is one goal you have to support y

5. What specific resources do you need?