

GUIDE TO SELECTING CURRICULUM TO SUPPORT PERSONALIZED LEARNING

Phase One: Align Curriculum Goals with Personalized Learning Vision

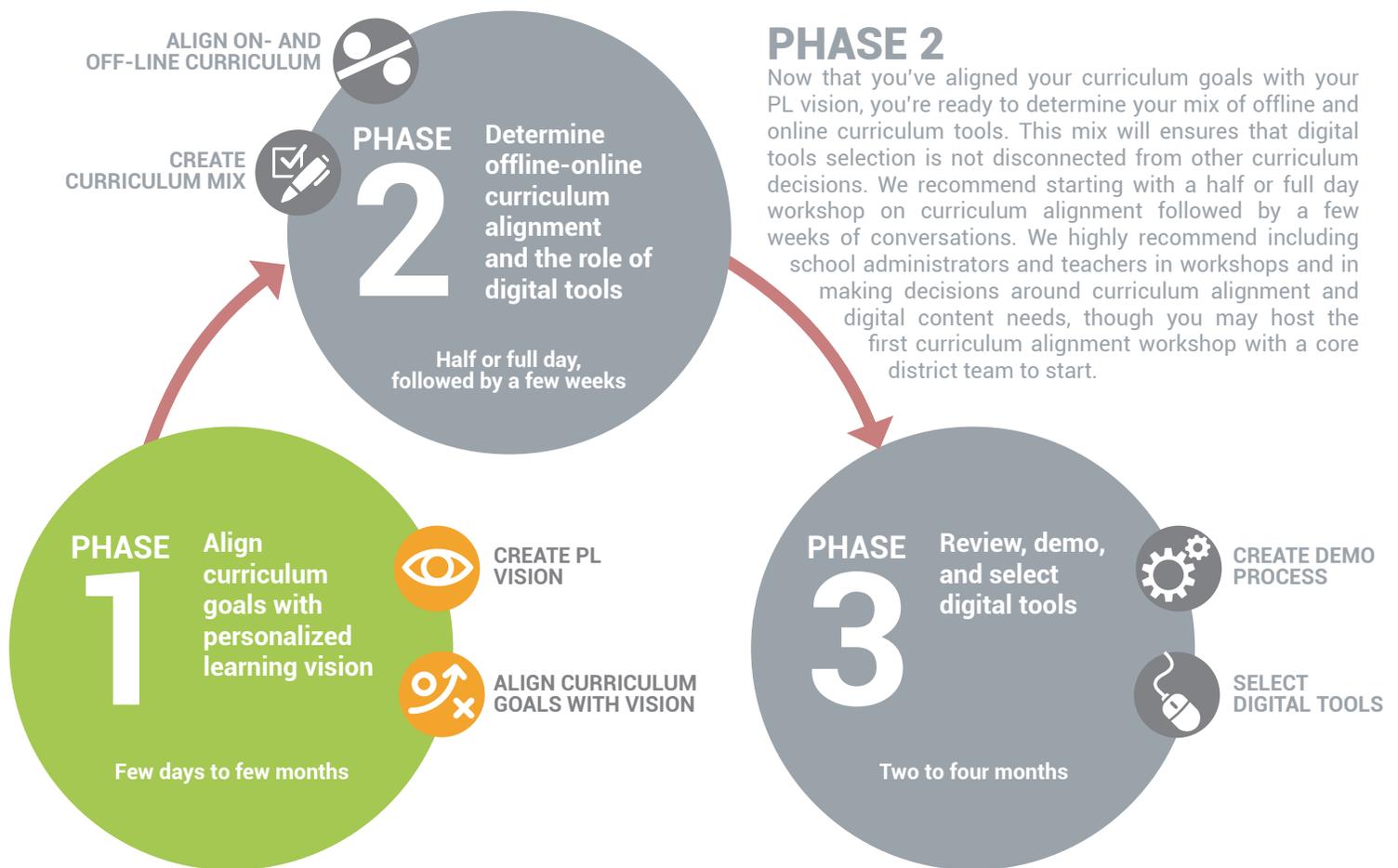


Learners of today. Ready for tomorrow.



This white paper focuses on “Phase One: Align Curriculum Goals with Personalized Learning Vision” and is followed by white papers that provide key activities and resources for Phase Two and Phase Three, respectively.

THREE PHASES OF CURRICULUM ALIGNMENT AND SELECTION



PHASE 1

A clear vision for personalized learning is an essential first step before any decisions about curriculum, instructional models, support, or professional learning can be made. We recommend that districts identify their needs, vision, and strategy before developing a curriculum plan and digital content portfolio. Vision-setting can take anywhere from a few days to a few months. And should include the voice of teachers, students, and school and district administrators.

PHASE 2

Now that you've aligned your curriculum goals with your PL vision, you're ready to determine your mix of offline and online curriculum tools. This mix will ensure that digital tools selection is not disconnected from other curriculum decisions. We recommend starting with a half or full day workshop on curriculum alignment followed by a few weeks of conversations. We highly recommend including school administrators and teachers in workshops and in making decisions around curriculum alignment and digital content needs, though you may host the first curriculum alignment workshop with a core district team to start.

PHASE 3

At this point, you've aligned your curriculum goals with your personalized learning vision, developed an online and offline curriculum mix, and defined the role of digital tools. You're ready to review, demo, and select digital tools. This phase is key to ensuring you get the the right tools based on the specific needs of your teachers and students, and that you include key stakeholders in the process. We recommend demoing tools for at least a few weeks and including feedback from students and teachers. From start to finish the review, demo, and selection of digital tools might take 2-4 months.

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Executive Summary

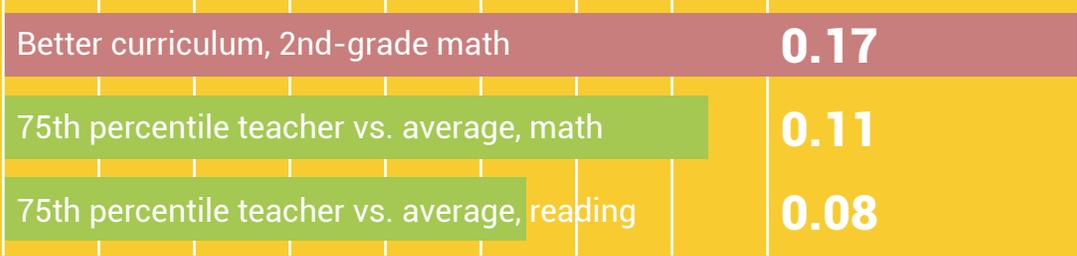
At Education Elements we believe that personalized learning (PL) allows districts to reflect deeply about the unique characteristics of those they serve and make critical decisions with a [PL Mindset](#). We have worked with more than 125 districts and 500 schools to help develop that mindset, and one of the most important decisions districts must make in the quest to personalize education is this: how do we build a curriculum that offers meaningful and rigorous learning experiences for all of our students?

Instructional materials are the foundation of curriculum. Students interact with them directly, and teachers use them to select topics, methods, and sequences for teaching.¹ Some evidence suggests that instructional materials can have an impact on student learning equivalent to or larger than teacher quality.² As digital content options and teachers' capacity to create and publish their own materials continue to expand, we find ourselves well beyond simply selecting textbooks. That is a welcome shift, but one that demands a thoughtful, strategic approach.

Curriculum Matters

The choice of instructional materials can have an impact as large as or larger than the impact of teacher quality on student test scores.

Effect size, in standard deviation, of selected interventions on student test scores.



Adapted from "[Choosing Blindly: Instructional Materials, Teacher Effectiveness, and the Common Core](#)," Brookings Institution. 2012.

¹Chingos and Whitehurst. [Choosing Blindly: Instructional Materials, Teacher Effectiveness, and the Common Core](#). Brookings Institution. 2012.

²Chingos and Whitehurst. [Choosing Blindly: Instructional Materials, Teacher Effectiveness, and the Common Core](#). Brookings Institution. 2012.

Developing that strategy can be complex. Each learning community is composed of individuals with unique values, experiences, and desires, and along with those differences come strong opinions on what school should look and feel like. Ideally, these sentiments are summed up in a shared vision statement. But too often that vision sits on the shelf, and key resource decisions around curriculum development and selection are made without a strong anchor.

Phase 1 of this white paper series breaks down the process of moving from a vision to goals that guide curriculum selection. That process follows three essential steps:

- **Create a vision for personalized learning with a broad group of stakeholders**
- **Connect your vision to a desired set of learning outcomes or experiences**
- **Determine how your instructional resources do or do not meet the outcomes and experiences you are looking to provide**

But there is much more to consider as you think about curricular decisions in a personalized learning environment. The following sections of this paper provide a full picture of factors to take into consideration:

- I. **Why We Start with a PL Vision** - Consider how curriculum decisions are made in your district, and how a vision can help guard against a disjointed approach.
- II. **How to Create a Vision** - Learn about a process that can be used to gather input and then narrow down to a shared approach.
- III. **Aligning Up and Down** - How to Map a Vision to Curriculum Goals - Using a vision directly in resource decision-making can be difficult. Consider how you might connect your vision to learning outcomes or experiences to provide a more concrete anchor for curriculum selection.
- IV. **The Role of Curriculum in Personalized Learning** - Understand how personalized learning can create new demands in the curriculum development process.
- V. **Mistakes to Avoid** - Through experience, Education Elements has observed some common pitfalls in using a vision to anchor curriculum selection. Learn about them here.
- VI. **Conclusion** - A final summary and connection of Phases 2 and 3 of this white paper series.



I. Why We Start with a PL Vision

For a variety of reasons, curricular decisions in districts can appear siloed, tactical, and disjointed. Without time to meet together, math and science leads might build curriculum maps without considering overlaps in pedagogical approaches like inquiry-based teaching. A social studies lead might win a grant and have a quick deadline to purchase content for a group of teachers with a specific request. A school leader might go to a conference, learn about a tool from a provider, and set up a multi-year contract a few weeks later.

These decisions can layer upon one another over time, and years down the line it becomes unclear why certain curricular choices were made. For example, an individual resource might make sense to one department or another, and on its own may be a good investment. But without strong connective threads that help students build schema and clear mental models, and without reference to a widely shared vision or purpose for personalizing instruction, a gap may open between the tools teachers have available and the desire to make learning more tailored, flexible, and relevant for students.

To avoid this gap and ensure alignment between teaching materials and methods, it helps to align on a vision or rallying cry that answers this question: why is your district trying to personalize learning? Some districts may set an entirely new vision based on personalized learning; others may need to situate a rationale for personalized learning work within an existing organizational direction. Regardless of the situation, it is essential that everyone understands the process of defining and articulating a district's commitment to, and reason for, personalized learning.

The questions raised in that process can help provide the bedrock for new ways of thinking about curriculum and instruction. Consider these insights and questions we have generated with districts in the field:

- We know that students who have great relationships with their teachers are more motivated in class - **how might we foster systems that will enable those positive relationships to flourish?**
- Students' daily experiences are increasingly customized and tailored to their interests - **how can our schools reflect students' ways of connecting and learning?**

- The opportunity to produce and publish resources for and with students is unprecedented. Our staff know our students best - **if we help them build and share great content, how might that change learning in our district?**
- Career trajectories are shifting from vertical movement through the same organization to opportunities to work across organizations or even sectors - **how might we prepare students to be adaptive learners?**

Posing these questions as a community, and aligning on a clear direction, can help give districts a “north star” that stakeholders use to make decisions in a wide variety of situations. Superintendent Rich Hughes from Central Valley School District in Ilion, New York describes this unifying force, “[Our vision] has provided the guide by which we aim to make all decisions... Even though the path we take may wander, our vision is the destination we want to reach.”

As you start to review and select curriculum, aligning on a clear vision or purpose for what your curriculum should help your district do can help answer three fundamental questions:

1 What kind of learning experience are we trying to create?

This helps define how you think about learning, which should give guidance to thinking through curriculum as a whole in your district.

2 What resources do we need to create that experience?

Choices on instructional resources can be checked against the guiding vision for PL that your district has established.

3 How well did our resources provide that experience?

Once implemented, evaluate your decisions against the broader outcomes you’re hoping to see.



II. How to Create a Vision

Vision-setting can be a painful process. Hours may be spent on one twisting sentence. Long, awkward silences may follow periods of disagreement. Jargon can add up to something that everyone agrees to but no one really understands or finds inspiring.

It doesn't have to be this way. As Education Elements has worked with districts across the country, we've found a few simple guidelines can help make the visioning process invigorating and inspiring rather than routine or frustrating.

Get the right people in the room to start, and consider who will be involved over time -

This sounds simple, but spending time thinking about the type of team you want involved at the outset of your personalized learning vision-setting is critical. If you're counting on principles of personalization to impact all levels of your organization, from IT support to HR decision-making to classroom instruction, you'll likely want to include a diverse range of representatives early in the process. You can't have everyone at the table all the time, but we recommend getting teachers, students, school and district administrators, and community members involved at some point in the process, either for idea generation or feedback.

Follow a process and protocols while vision-setting - Once the group is gathered, agree to a set of processes and protocols to help guide conversations. Creativity can flow from constraints; creating space for all to share what personalized learning means to them will bring new perspectives. As facilitators, we often keep a few things in mind:

- ***When do we need divergent thinking?*** There are times when you want everyone's wild and crazy ideas, their deepest fears, and their greatest hopes out in the open. And there are definitely times when you do not. Naming those times, pausing to listen to everyone, and orienting the group to think boldly can lead you in directions you may not have anticipated.
- ***When do we need convergent thinking?*** There are times when you need to limit the range of ideas and start to find the common ground your group values. Good facilitation coupled with protocols for discussion and decision-making can help everyone feel comfortable at this delicate stage of prioritization.

- **When can we “put a marshmallow on it” and move on?** We often begin design work with [The Marshmallow Challenge](#), a collaborative exercise in which teams build a tower with the unlikely pairing of spaghetti and a marshmallow. Teams learn that at a certain point they have to test the integrity of their structure to see if it stands, or “put a marshmallow on it.” Similarly, during vision and purpose-setting, clarity on when the team needs to wrap up an idea and move on is paramount.

Go with your gut and make your words pop - Too often, vision-setting can fall prey to the language of “*education strate-gese*,” that stock of familiar words and phrases that get you comfortably out of a conversation and keep heads nodding (e.g. “we seek to differentiate instruction to provide scaffolding for all of our 21st century learners”). There are a couple of risks to playing it safe and familiar. For one, the vision may be composed of words or ideas that have been used so often in so many different contexts that their meaning has eroded; partly because of that, the vision is distinctly forgettable.

We believe that a vision should be as meaningful as it is memorable, which is why we often refer to a district's vision for PL as its “rallying cry,” something that everyone can remember and support. Company slogans like “Think Different” or “Just Do It” represent creative mindsets for getting work done as much they represent globally recognized brands.

**Table 2.1 Developing a PL Vision:
Metropolitan District of Warren Township (IN)**

At MSD Warren Township, the philosophy “We are all Learners” guides much decisionmaking. But when this district created its vision for personalized learning, district leaders named many different reasons for pursuing PL: “*Freedom to explore as a learner*”; “*Access to quality learning*”; “*Failure implies learning to be better*”; “*Student ownership*”; “*Learning is fun*”; “*Change is normal*”; “*Growing at my own pace*”; “*Student always*”; and “*Future ready*” all were associated with a shift to PL.

Through facilitation and exchange at a few workshops, these ideas were combined to ultimately create: “*We are all learners who deserve personalized learning experiences to become leaders who have the skills to be successful in life and create solutions for a better tomorrow.*” The vision in its day-to-day form? “We are all learners who deserve PL experiences.”

Kate Schwartz, Director of Professional Learning at MSD Warren, reflected on the process, “Creating a vision will challenge the philosophy of education of most everyone at the table. Embrace the uncomfortable challenge of crafting a vision.”

Table 2.2 Sample PL Visions

Vision statements are unique to each district. Take a look at a few examples to show a range of district approaches to framing the purpose of their personalized learning work:

- Charleston County School District (SC): "To provide purposeful experiences where learners take risks, grow from challenges, and lead successful lives in a changing world."
- Hartford Public Schools (CT): "HPS students will transform their world and will thrive if they are at the center of their learning."
- Horry County Schools (SC): "To transform teaching and learning by immersing all students in rich, authentic, relevant, personalized digital learning experiences that lead to college and career readiness and enable deeper learning across the disciplines."
- Marion Central School District (NY): "We personalize learning today to empower every Black Knight (student) to thrive tomorrow."
- Central Valley School District (NY): "We are all learners working to reach our full potential through individual goals and pace, with flexible time and space."
- Rochester Middle School (NH): "Rochester Middle School is a place where we inspire creative and collaborative learning to challenge and celebrate the unique genius in all of us."
- Romulus Central School (NY): "A learning community tailored for individuals; creating critical thinkers empowered to embrace the challenges of their school, community, and world."

4. **Get feedback and iterate** - The last thing to keep in mind during early vision-setting is that while the pressure for perfection may keep intensity high, it's OK to arrive at an agreed-upon first round vision and be open to feedback. In fact, that will likely allow your group to improve upon its initial thinking.

Once you've created a vision, communication of that vision is key. For lessons learned on that topic and detailed examples from across the country, see the [Personalized Learning Communications Guide](#) from Education Elements and The Learning Accelerator.

Table 2.3 Getting Vision Feedback in Fairbanks, AK

In Fairbanks North Star Borough School District, superintendent Karen Gaborik sent out a form for all teachers to provide feedback on an interdisciplinary team's first attempt at drafting a new PL vision for the district. Overcoming the barrier of getting everyone into the same room at the same time, she was able to hear from many voices and prepare to answer common concerns about personalized learning. Principals were also asked to gather [feedback on a "Why PL" statement from their student councils](#), with notes compiled in a shared document; those focus groups gave school leaders a chance to hear students' general hopes and fears for personalized learning beyond just a vision statement, which later informed the approach of school design teams.



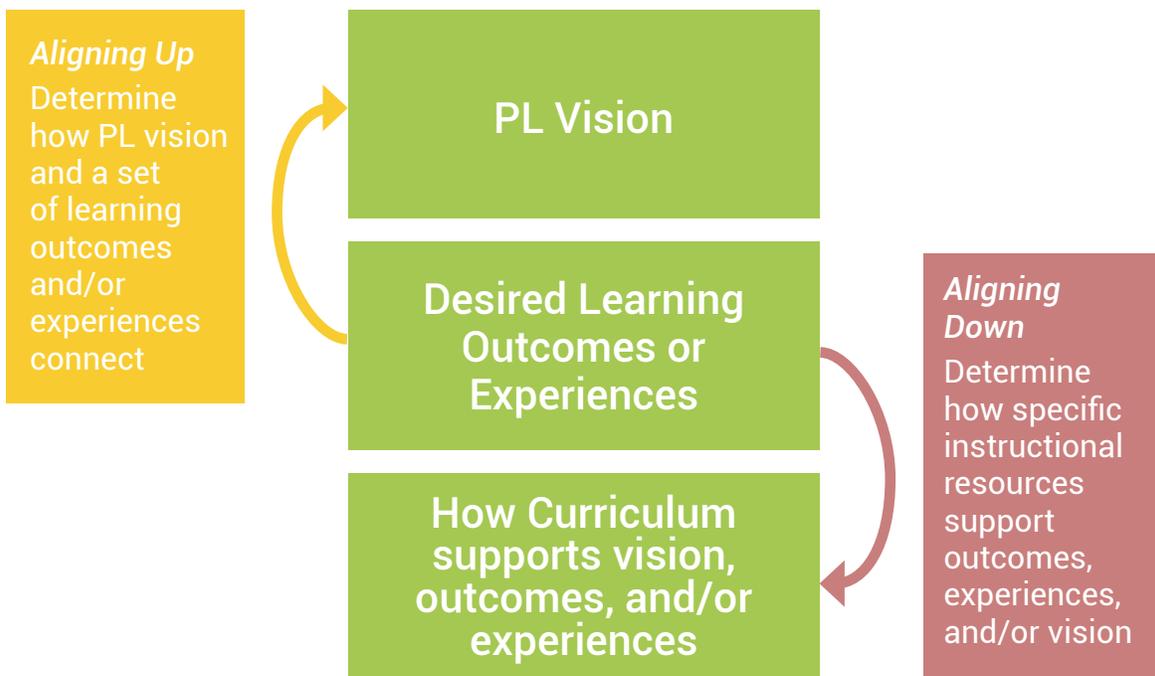
III. Aligning Up and Down: How to Map a Vision to Curriculum Goals

Once you've arrived at a vision that is specific enough to be a memorable guidepost, but flexible enough to anchor a variety of decisions and conversations, it's time to determine the role that curriculum and instructional resources play in supporting that vision. This involves two major steps:

- **“Aligning up”** to think about how your PL vision connects to desired learning outcomes and/or experiences.
- **“Aligning down”** to drive inquiry into specific instructional resources.

Table 3.1 Aligning Curriculum Goals Up to a Vision and Down to Instructional Resources

Connecting to specific instructional resources to a high-level vision can be a stretch. Mapping your vision to a “middle layer” of curriculum goals, which can be framed as desired learning outcomes or experiences, can help bridge the gap.



Step 1 - Aligning Up: Determine how your PL vision leads to desired learning outcomes and/or experiences - Mapping a vision to curriculum goals demands thinking about what you want students to be able to do, and/or the learning experiences you want them to have at school. For example, you might have defined specific competencies for your learners (what students should be able to do), or you might be clearly focused on providing specific types of learning experiences for students (e.g. project-based learning, inquiry-based learning, adaptive learning). Clarifying these desired elements can provide an essential connective point in between your high-level vision and your specific instructional resources like pacing plans, textbooks, and digital content providers.

Table 3.2 Aligning Up with Learning Outcomes or Experiences

A. Connecting a Vision to Learning Outcomes

A district may have already defined learning outcomes or competencies, or be moving in that direction; in that case, the district's first step is to determine the connection between personalized learning and those desired outcomes.

For example, a district might already have a focus on equipping students to be skilled in the 4 C's - critical thinking, communication, collaboration, creative thinking - with a vision to "empower all learners." In Step 1, Aligning Up, the district will want to be able to explain how developing the 4C skillset in each student will lead to empowered learners. In Step 2, Aligning Down, the district would outline how its curriculum is or is not promoting development of the 4C skillset in students.



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Table 3.2 Aligning Up with Learning Outcomes or Experiences**B. Connecting a Vision to Learning Experiences**

A district might choose to use a PL vision that emphasizes desired learning experiences for students and staff. The work here is to connect that vision to those experiences. For example, a district might outline the purpose of personalization as follows: “We personalize learning to challenge and inspire one another.” An essential question is then “How will personalization challenge and inspire our students?” In Step 1, Aligning Up, a district might decide that adaptive learning is the primary strategy to appropriately *challenge* students, while real-world projects are the primary strategy to *inspire* students. In Step 2, Aligning Down, the district would then ask how its curriculum facilitates those desired adaptive and real-world experiences.



Step 2 - Aligning Down: Unpack learning outcomes and/or experiences to determine curriculum's role in meeting those goals - It is critical to take some time to clearly articulate what your vision, outcomes, or learning experiences will really look and feel like to students and teachers. In this step, districts may reflect on the different components of their curriculum (e.g. curriculum maps, pacing guides) and specific instructional resources (e.g. textbooks, content providers). They determine how those resources align to their overall vision, and how they contribute to the outcomes and experiences students should have at school. Essentially, with a clear vision and outcomes established, districts ask: “Are we getting what we want from our curriculum?”

To answer that question, a district may undergo an analysis of its curriculum with two essential questions: What do we currently see, and what do we need?

What do we currently see?

- How do our instructional resources contribute to our desired vision, outcomes, and/or desired experiences for students?
- How do our instructional resources prevent progress toward our vision, outcomes, and/or desired experiences?

What do we need?

- How could we use our instructional resources differently to help us meet our goals?
- What new instructional resources would help us support our vision and goals?

For a detailed example of what this might look like in the context of a district thinking about the 4 C's as learning outcomes, see the examples that follow.

Table 3.3 Aligning Down: Generating Reflection on a Key Set of Learning Outcomes

A district creates a new PL vision, but determines that moving away from the 4 C's as a focus for learning outcomes might create confusion among staff. While instructional materials and delivery should now be more personalized, critical thinking, communication, collaboration, and creativity remain as pillars of what students should be able to do effectively.

The district decides that each of the 4 C's will still serve as an orienting goal for curriculum, but adds the term "learner" to each phrase in order to frame students as active participants in their learning process. The district now has 4 outcomes that its curriculum should support:

- Learners think critically
- Learners collaborate with one another
- Learners communicate effectively
- Learners seek to create and innovate

The district now decides to reflect on how its curriculum supports each of the 4 C's. Because the terms have been used so often in the district, it is important to first define exactly what each of the 4C's means; an NEA guide is used to ground the conversation. From there, the district discusses what is being observed in classrooms, what is needed to improve practice, and next steps that should be taken to fill in the gaps. Examples for each of 4 Goals can be found in Box 3.4 below.

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Table 3.3 Aligning Down: Generating Reflection on a Key Set of Learning Outcomes



Table 3.4 Aligning Down: Mapping Curriculum Goals to Desired Outcomes

Goal 1: Learners think critically	
What it means	Students reason effectively, use systems thinking, make judgements and decisions, and solve problems.
What we see	Our teachers are doing a good job encouraging students to reason effectively across content areas, but many of our textbooks are weak at providing conceptual foundations that underlie systems thinking. In addition, where students do struggle to reason at a higher level, it is often because they lack basic skills.
What we need	We need instructional materials that make it easy for teachers to focus on concepts rather than just content. We also need more diverse learning pathways to help students build the basics that will allow them to more readily engage in deeper learning tasks.
Next Steps	We need to do a better job of calling out essential questions in our curriculum maps. We should also investigate adaptive learning materials that tailor learning paths for students and/or have teachers build remedial and advanced playlists over the summer. We should also consider a PD series on questioning to stimulate conceptual thinking.

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Table 3.4 Aligning Down: Mapping Curriculum Goals to Desired Outcomes**Goal 2: Learners communicate effectively**

What it means	Students articulate thoughts and ideas effectively in a variety of media (written, oral, visual) and in diverse contexts.
What we see	With regard to writing, we really only ask students to present their ideas in longer-form written communication in ELA classes; students still struggle on these types of writing tasks on state tests.
What we need	We need to set clearer targets for writing experiences across the curriculum. For students who struggle to write, we could use a platform that offers real-time feedback or grammar practice in order to offload some of this work from teachers, allowing them to focus on bigger ideas like point-of-view and constructing arguments.
Next Steps	Investigate writing and grammar programs that offer independent practice. Analyze curriculum maps to determine how often students are being asked to write at-length, and set goals with teachers for writing tasks in each grade level and content area.

Goal 3: Learners collaborate with one another

What it means	Students can work effectively and respectfully within diverse teams.
What we see	In some classrooms students primarily experience stand-and-deliver instruction without many opportunities for processing or reflection; other classrooms have made learning so independent that there are limited opportunities to work through problems in teams.
What we need	We need to refine our approach to in-class collaborative strategies and elevate collaborative experiences in our curriculum maps. We could also use a refresh on tools that help students and teachers manage their work with peers more effectively.
Next Steps	Determine which tools we already have that would offer collaborative experiences, such as those in a learning management system, and whether they are being utilized effectively. In addition, consider how our curriculum maps and PD opportunities emphasize student collaboration.

Goal 4: Learners seek to create and innovate

What it means	Students brainstorm new ideas and evaluate and test them on both small problems and large-scale projects.
What we see	Our textbook activities are often designed to teach a set of facts, then test knowledge of those facts. We need more opportunities for students to test out ideas and use what they've learned to apply knowledge and build new knowledge.
What we need	We need to have capstone projects for students. We could also use more real-world learning materials (articles, videos, labs, games) to help students connect concepts they learn in class to situations and problems occurring in the world around them.
Next Steps	Look into instructional resources that demand that students demonstrate skills in new and different contexts. Look into digital content providers that offer real-world artifacts for learning and connect lessons to professional opportunities for students.



IV. The Role of Curriculum in Personalized Learning

Personalized learning can take many forms in districts, from [game-based pedagogy](#) catering to student interests to [competency-based models](#) that allow for flexibility in the pace of learning. Regardless of the approach, one of the most exciting parts of our work is watching how teachers evolve their in their practice as they think deeply about student needs, take risks, and reflect on lessons learned.

Through that process, we find it helpful to anchor to a common set of classroom strategies. We refer to these as [the Core Four](#) of personalized learning:

- **Targeted instruction**
- **Data-driven decisions**
- **Student reflection and ownership**
- **Integrated digital content**

Out of that set, integrated digital content is often the most recent addition to a teacher's toolkit; while PL will never solely be about technology, we do believe that it plays an essential role in scaling personalization. For example, in a classroom without technology, formative data might be collected and graded via pencil and paper, student reflections analyzed in a stack of notebooks, and tailored instructional resources curated and copied from a limited resource set by the teacher; all of these activities take time and may lengthen the lapse between student output and teacher reaction. In a technology-enabled environment, however, these processes might become richer and more efficient: a teacher can analyze student responses in real-time and provide targeted instruction on the spot; review student reflections and give detailed feedback that parents and students can view online; and build playlists from a vast array of resources that challenge advanced students or remediate on concepts for those who are struggling.

Responsiveness is a key element of personalization, and we believe students' strengths, needs, and interests should drive their learning experiences. To better understand those variables, we have used the following feedback mechanisms with districts and highly recommend considering how you might do the same:

- **Student and teacher surveys** to learn about attitudes towards school, collect student shout-outs to teachers, and ask "If you could change one thing..." questions that activate students as creative contributors to learning conversations in their buildings.

- **Focus groups** with staff and students to discuss the greatest challenges each face, and the experiences and strategies that have inspired them and made them successful.
- **Data reviews** of digital content providers or benchmark tests to try to spot trends in concepts or content areas in which students struggle, and why.
- **Shadow-a-student days** in which leaders tag along with specific students in classes for a given period of time and then debrief the experience.

Each of these data sources can generate new insights about how your curriculum may need to adapt to give students the learning experiences they need. Once you've analyzed them and reflected on your broader vision and goals, you're off to a content marketplace that grows bigger and more diverse by the year to try to create the best mix of resources for your students and staff.

While it will be exciting to learn about new content providers and tools, it can also be overwhelming. Check out our next white paper in this series, "Phase 2: Determine Offline-Online Curriculum Alignment and the Role of Digital Tools" to learn about frameworks for selecting instructional resources.



V. Mistakes to Avoid

While most of this paper has focused on steps to take in building a vision and connecting it to curricular goals, it's also helpful to think about what not to do during that process. Here's a few things we've learned in our work with districts over the years:

- Avoid creating a PL vision that is so specific or dated that it will struggle to encompass a range of ideas or evolve over time. Rallying around "A MySpace for Learning" may have been a good tagline at one point in time...
- Be careful setting the world on fire with your vision if you're not willing to make changes to back it up: teachers won't feel they're working towards flexible learning if they're still required to follow scripted lesson plans.
- When you're asking for feedback, be willing to incorporate it, or at least reach out to your stakeholders to acknowledge their contribution and explain your perspective. Otherwise you risk making people feel like their voices were not valued - in that case, better to not send out a call for feedback at all.
- Technology won't solve all of your problems - even if you find the greatest digital content provider on the planet, if your staff aren't sure how to integrate the content with their current set of resources and instructional methods, impact will be limited. Your vision will help people see the big picture they should be working towards, and implementation support will be critical.



VI. Conclusion

We hope that Phase 1 of this white paper series has provided some useful thinking on building a practical, motivating, and impactful set of criteria for connecting curricular decisions in your district to personalized learning. To recap, mapping your PL vision to curriculum goals involves the following 3 major steps:

- **Create a vision for personalized learning with a broad group of stakeholders**
- **Connect your vision to a desired set of learning outcomes or experiences**
- **Determine how your instructional resources do or do not meet the outcomes and experiences you are looking to provide**

One of our great privileges at Education Elements is getting to facilitate conversations in which communities lay out their aspirations, goals, and values as they discuss what teaching and learning mean to them and what they hope to offer their students. We are inspired and honored by that opportunity, and continue to refine our approach as we lead and learn with districts across the country.

To that end, we'd love to hear your feedback on this white paper and your stories of aligning vision and curriculum goals. Reach out to us at info@edelements.com or tweet about this series at #PLcurriculum.

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THE CORE FOUR

ELEMENTS OF

PERSONALIZED LEARNING



Integrated Digital Content

Digital content allows for a differentiated path and pace



Targeted Instruction

Instruction aligns to specific student needs and learning goals



Student Reflection and Ownership

Ongoing student reflection promotes ownership of learning



Data Driven Decisions

Frequent data collection informs instructional decisions and groupings

[Check out the Core Four Elements of Personalized Learning white paper](#)



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