



Stages of Personalized Learning Environments (version 5)

Stage One Teacher-Centered	Stage Two Learner-Centered	Stage Three 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.
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, aspirations, passion and talents.
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 he or she knows and understands.	independently applies tools and strategies so he or she can explore deeper and challenging experiences that extend learning and thinking.
is introduced to competency-based learning. Learning may be 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 PLPs.	and teacher work together to determine extended learning opportunities (ELOs) based on college, career, personal and citizenship goals in PLP.	self-selects ELOs based on college, career, personal and citizenship goals as well as his or her interests, aspirations, passion and purpose.
uses or adapts existing 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 and showcases evidence of learning through exhibitions that involve parents, peers, teachers, and community.



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