## Creating a Personalized Learning Environment

### Planning Template

<table>
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<tr>
<th>Representing Information/Ideas</th>
<th>Action/Expression</th>
<th>Student Voice &amp; Choice</th>
<th>Engagement</th>
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</thead>
<tbody>
<tr>
<td>Provide options to see, hear, and perceive information:</td>
<td>Provide options for physical movement:</td>
<td>Provide options for recruiting interest:</td>
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<tr>
<td>Provide options to decode language, math, symbols:</td>
<td>Provide options for expression/communication of knowledge:</td>
<td>Provide options to vary challenges and/or support:</td>
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<td>Provide options to make sense/understand knowledge</td>
<td>Provide options for sustaining effort and persistence:</td>
<td>Provide options for self-regulation</td>
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#### Tailored Instruction

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| Provide options to see, hear, and perceive information:  
  - How can information be presented in different modalities—including vision, hearing, touch?  
  - Can font be enlarged or sound amplified?  
  - How are multicultural and racial perspectives represented?  
  - Examples: Video with closed captions, diagrams, website, demonstration, photograph | Provide options for physical movement:  
  - How can students move as part of sharing ideas and learning?  
  - What are different actions students can use for responding?  
  - Examples: Game, role-play, hand signals, acting out concepts, dance, building, making, stations | Provide options for recruiting interest:  
  - What choices can students make?  
  - Are the topics relevant and culturally real? How will students help determine this?  
  - What will create an accepting, safe environment where students can show up as their true selves  
  - Examples: Academic choice boards, student choice of materials, multimedia tools, cultural artifacts, predictability with novelty |
| Provide options to decode language and symbols:  
  - What key vocabulary and symbols should be pre-taught?  
  - Does the text, sentence structure, or mathematical notation need clarifying?  
  - What illustrations or multiple media can help make meaning clear?  
  - Examples: Text-to-speech, manipulatives, pictures, diagrams, glossaries, thesaurus | Provide options for expression/communication:  
  - What choices and tools do students have to show what they learn?  
  - What medium and tools are available to support communication?  
  - What scaffolding, examples, and models will lead to improved student performance?  
  - Examples: Oral expression, drawing, video making, concept map, word prediction, project | Provide options to vary challenge and/or support:  
  - What range of resources is available to optimize challenge?  
  - How will students collaborate and build a trusting community?  
  - How is relevant and timely feedback provided and used to keep students engaged?  
  - Examples: Partner/Peer Reading, multiple sources of information on same topic, SPPS apps |
| Provide options to make sense/understand knowledge:  
  - What prior knowledge does each student have? How will I know this?  
  - What strategies/clues/prompts/questions will guide student understanding?  
  - Examples: Graphic Organizer, models, aided questions, clues, apply to real life | Provide options for sustaining effort and persistence:  
  - How will process, effort be emphasized as students work to meet standards?  
  - How will students be helped to set goals  
  - What supports help students "stop and think" to meet those goals?  
  - What timely/informative feedback will students receive?  
  - Examples: Prompts, models, portfolio, peer feedback, rubrics, progress chart, assignment calculator, 6-12 Naviance | Provide options for self-regulation:  
  - How will students reflect on and self-monitor their learning?  
  - What skills will students learn to support coping and internal control?  
  - How will students collect data on their own learning and behaviors, to motivate themselves?  
  - Examples: Models, scaffolds, interest inventory, reflection, survey, rubrics, checklists that focus on self-regulatory goals |

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