

Creating a Personalized Learning Environment

Planning Template

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

Engagement in a Technology-Rich Environment

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<p>Provide options to see, hear, and perceive information:</p> <ul style="list-style-type: none"> • 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 	<p>Provide options for physical movement:</p> <ul style="list-style-type: none"> • 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 	<p>Provide options for recruiting interest:</p> <ul style="list-style-type: none"> • 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 	
<p>Provide options to decode language and symbols:</p> <ul style="list-style-type: none"> • 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 	<p>Provide options for expression/ communication:</p> <ul style="list-style-type: none"> • 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 	<p>Provide options to vary challenge and/or support:</p> <ul style="list-style-type: none"> • 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 	
<p>Provide options to make sense/understand knowledge:</p> <ul style="list-style-type: none"> • 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 	<p>Provide options for sustaining effort and persistence</p> <ul style="list-style-type: none"> • 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 	<p>Provide options for self regulation:</p> <ul style="list-style-type: none"> • 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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