

Oakes Public Schools

Pillars of Personalized Learning



Learner Supports

Learner-Centered Instruction

Flexible Grouping

District Commitments

Culture of Continuous Improvement

Learner Voice

Goal-Setting

Evidence of Learning

Learner Supports

The learning community will have support systems to foster student growth.

Learner-Centered Instruction

The learning community will utilize strategies that are learner centered as a driver for all instructional decisions.

Flexible Grouping

Classroom communities will use data driven practices to provide instructional groupings for personalized support.

District Commitments

Educators and learners will demonstrate our commitments of growth mindset, respect, and genuine relationships.



Culture of Continuous Improvement

Educators and learners will sustain a culture of continuous improvement.

Learner Voice

All learners will experience a wide variety of learning strategies to understand, identify, and voice the way they learn best.

Goal-Setting

Educators and learners will utilize a goal-setting system that prioritizes growth and improvement.

Evidence of Learning

Instructional decisions will be driven by evidence of learning.

Learner Supports

The learning community will have support systems to foster student growth.

Emerging	Developing	Demonstrating	Applying
Learning community uses traditional targeted interventions for learners who have been identified through testing.	Learning community uses data to address learning supports within pockets of other identified groups of learners.	Learning community uses a system of data-driven timely support to ensure growth in the learning community culture for all learners.	A personalized system where students advocate for the individualized learning choices and support they need to experience growth.
LOOK FOR: LEARNERS			
A majority of learners follow the same pathway to get to the same goal.	Learners receive accommodations and specific support at certain levels.	Learners understand the expected level of growth, work at different paces, and receive different support through data driven decisions.	Learners select from a variety of supports to meet their individual goals.
LOOK FOR: EDUCATORS			
Educators lead the learning and establish a uniform pace.	Educators use limited data to provide learning support to pockets of students.	<p>Educators use data from readiness checks (formative assessments) to evaluate what supports are needed for all students.</p> <p>Educators and learners reflect on the support being delivered and make changes together.</p>	Educators and learners co-design strategies, pathways and supports to meet their individual goals.

Learner-Centered Instruction

The learning community will utilize strategies that are learner centered as a driver for all instructional decisions.

Emerging	Developing	Demonstrating	Applying
Instructional design and delivery are educator driven.	Instructional design and delivery are educator-led with increased opportunities for learner voice and choice.	Instructional design and delivery are a shared practice between the educators and learners.	Instructional design and delivery are learner driven. Educators are now the facilitators of learning.
LOOK FOR: LEARNERS			
Learners are compliant. Learners retrieve knowledge that comes from educators.	Learners begin to have choices on how they access content. Learners provide feedback on instructional decisions.	Learners conference with educators and self-assess their level of understanding. Learners help make instructional decisions.	Learner's design and/or co-design their learning plans and pathways. Learners own their learning.
LOOK FOR: EDUCATORS			
Educators make the primary decisions on curriculum, delivery of instruction, and support.	Educators provide choices for learners to practice making instructional decisions.	Educators conference with learners on instructional decisions based on learner level of understanding.	Educators support learners through the process of designing pathways to meet their individual learning needs.

Flexible Grouping

Classroom communities will use data driven practices to provide instructional groupings for personalized support.

Emerging	Developing	Demonstrating	Applying
Grouping is not based on data.	Grouping is intentional but not using readiness checks (formative assessment).	Grouping is determined using readiness checks (formative assessment).	Grouping is continuous as instructional and learner needs change based on data from readiness checks (formative assessment).
LOOK FOR: LEARNERS			
Learners work independently or in random groups.	Learners recognize what group they are in but not why.	Learners voice what group they are in and why.	Learners advocate for support they need, including group changes.
LOOK FOR: EDUCATORS			
Educators use groupings at random.	Educators intentionally group with some data to support their decisions.	Educators intentionally group learners using readiness checks (formative assessments).	Educators continuously use readiness checks (formative assessment) to group and regroup learners.

District Commitments

Educators and learners will demonstrate our commitments of growth mindset, respect, and genuine relationships.

Emerging	Developing	Demonstrating	Applying
Our commitments are known but not intentionally taught.	Our commitments are intentionally taught and evident in isolation.	Our commitments are seen in practice throughout our classrooms.	Our commitments are evident throughout the whole learning community.
LOOK FOR: LEARNERS			
Learners know our commitments.	Learners define or give examples of our commitments.	Learners demonstrate our commitments in the classroom.	Learners live out our commitments throughout the learning community.
LOOK FOR: EDUCATORS			
Educators know our commitments.	Educators teach our commitments to learners.	Educators model our commitments in the classroom.	Educators recognize and celebrate with learners who use our commitments.

Culture of Continuous Improvement

Educators and learners will sustain a culture of continuous improvement.

Emerging	Developing	Demonstrating	Applying
Educators and learners improvement practices do not exist.	Educators and learners improvement practices exist in isolation.	Educators and learners implement and demonstrate improvement practice throughout the district.	Educators and learners recognize and celebrate growth.
LOOK FOR: LEARNERS			
Learners do not take advantage of opportunities to improve work.	Learners take advantage of opportunities to improve work at times. Learners give and receive feedback.	Learners strive to continuously improve their work. Learners collaborate with others to make changes based on meaningful feedback.	Learners advocate and create solutions to improve their personal learning. Learners share how meaningful feedback influenced their improvement.
LOOK FOR: EDUCATORS			
Educators provide limited chances for learners to improve work. Educators make decisions that are not data informed.	Educators encourage learners to improve their work. Educators provide opportunities for learners to give and receive feedback. Educators use data to justify decisions.	Educators facilitate a cycle of continuous improvement. Educators collaborate with learners to implement changes based on feedback. Educators use data to help inform what decisions should be made.	Educators recognize and celebrate growth. Educators provide and seek feedback to improve their practice. Educators continuously use data to guide and evaluate decisions.

Learner Voice

All learners will experience a wide variety of learning strategies to understand, identify, and voice the way they learn best.

Emerging	Developing	Demonstrating	Applying
Learners experience limited learning strategies.	Learners experience and identify various learning strategies.	Learners identify, understand, and voice how they learn best.	Learners reflect on their choices to gain knowledge and demonstrate learning in various ways.
LOOK FOR: LEARNERS			
Learners experience limited learning strategies.	Learners experience and identify various learning strategies. Learners choose the same approach to show their learning based on ease of completion.	Learners identify, understand, and voice how they learn best.	Learners identify and choose the best learning practice for the situation.
LOOK FOR: EDUCATORS			
Educators provide limited learning experiences.	Educators provide various learning opportunities.	Educators allow for learning opportunities based on learner voice.	Learning opportunities are driven by learner voice.

Goal-Setting

Educators and learners will utilize a goal-setting system that prioritizes growth and improvement.

Emerging	Developing	Demonstrating	Applying
Educators and learners know about goals.	Educators and learners create a goal.	Educators and learners create plans and determine steps to accomplish goals. Goals are shared with others.	Educators and learners use data, feedback, and evidence to adjust goals. Transparency throughout the goal-setting process is practiced at all levels.
LOOK FOR: LEARNERS			
Learners know about goals.	Learners create a goal with educator guidance.	Learners create a plan to achieve their goal. Learners share goals with others.	Learners reflect on their goal and adjust based on data, feedback, and evidence.
LOOK FOR: EDUCATORS			
Educators teach about goals.	Educators guide learners through the goal setting process. Educators create classroom/individual goals.	Educators support learner in creating action steps to accomplish goals. Educators develop action steps to accomplish their goals. Educators share their goals with other educators and learners.	Educators reflect and adjust their goals based on data, feedback, and evidence.

Evidence of Learning

Instructional decisions will be driven by evidence of learning.

Emerging	Developing	Demonstrating	Applying
Only summative assessments are used as evidence of learning.	Formative assessments are beginning to be used as evidence of learning.	Frequent checks for understanding provide evidence of learning.	Personalized assessments are implemented throughout the learning process.
LOOK FOR: LEARNERS			
Learners complete a summative assessment and move onto the next learning task.	Learners have multiple opportunities to show learning.	Learners use assessment results as feedback for growth.	Learners advocate for personalized assessment to show evidence of learning.
LOOK FOR: EDUCATORS			
Educators are using only summative assessments as evidence of learning.	Educators use multiple forms of assessment as evidence of learning.	Educators use frequent checks to provide evidence of learning.	Educators personalize assessment based on learner needs.