

# KENTUCKY DEPARTMENT OF EDUCATION

## PERSONALIZED LEARNING GLOSSARY

Created by KnowledgeWorks, with input from KDE's Division of Innovation

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### *A note about this glossary*

*This is a glossary of terms related to personalized learning. It does not encompass all education- or instruction- related terminology nor is it intended to. This glossary limits itself to vocabulary essential to an understanding of personalized learning or terms that may be widely used but with multiple meanings; this glossary is intended to clear up nuances in definitions for the state of Kentucky.*

*Confusion often arises around how different elements of personalized learning interact or support each other. An attempt has been made to clarify relationships when possible.*

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### What Does Personalized Learning Mean In Kentucky?

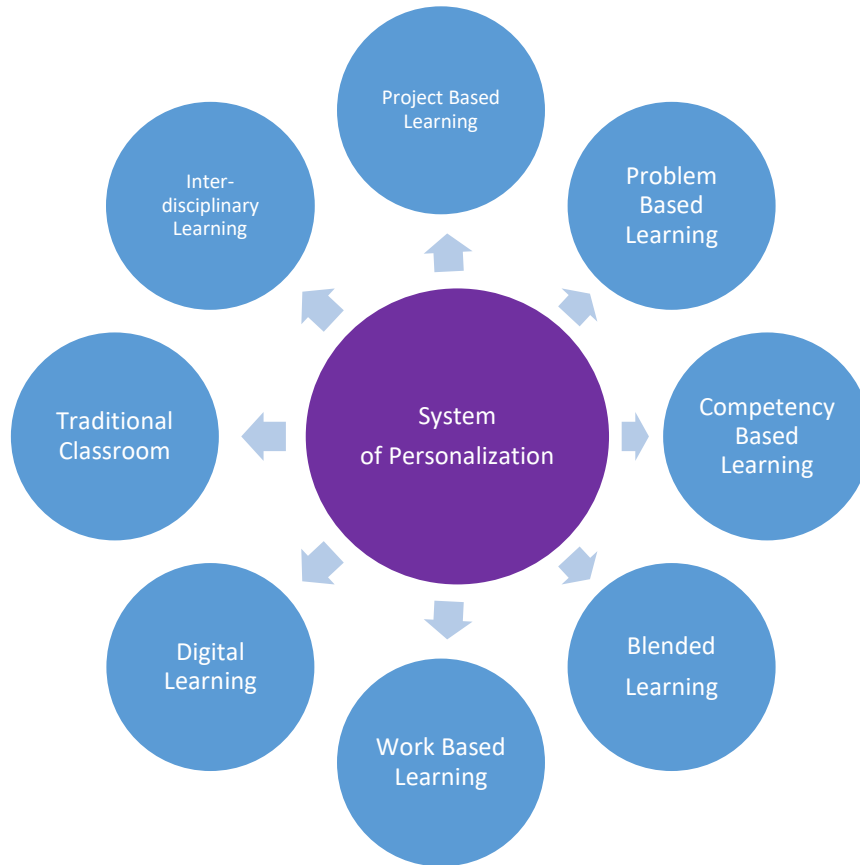
**Personalized learning** is a student-centered, customized learning model that addresses the diversity of a student's background and needs and sets high expectations for all students. This may entail a formalized plan and process that requires students to set learning goals based on personal, academic, and career interests with the close support of adult mentors that include teachers, parents, and other members of the community.

**Personalized learning** means getting the right student the right learning experiences and the right content, at just the right time.

A **system of personalized learning** refers to a whole school or school district that has created a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies so that the distinct learning needs, interests, aspirations, or cultural backgrounds of every student are addressed.

Personalized Learning IS NOT an instructional approach, but ALL instructional approaches together make up a system of personalized learning. That system includes, but is not limited to the following approaches:

- Blended Learning
- Competency Based Learning
- Digital Learning
- Interdisciplinary Learning
- Problem Based Learning
- Project Based learning
- Traditional Classroom
- Work Based Learning



In addition to instructional approach, a system of personalized learning must also provide options in time and place of learning and how learning is assessed.

Finally, this system must be for ALL students. It's not a system of personalized learning if some students don't get to choose how they will learn. To be effective, the system must create the ideal instructional environment for EVERY child. A system of personalized learning also does not require each child to land on just one approach, time/place, or assessment structure.

Essential elements of personalized learning include:

- Assessment and Measurement
- Credentials & Evidence
- Student Agency
- Learning Environment

<b>General Terms</b>		
<p>Competency</p> <p><i>Source: 4</i></p>	<p>Competencies are the knowledge, 21<sup>st</sup> century/deeper learning skills, and/or behaviors student must master in a specific content or performance area. A well-designed competency has the following characteristics:</p> <ul style="list-style-type: none"> <li>- A competency describes knowledge and skills that can be applied to novel, complex situations;</li> <li>- The skills described in a competency will be valuable ten years from now even if the content knowledge has changed;</li> <li>- Learning objectives are accompanied by clear performance criteria that help students identify their performance level(s) and what they need to do to improve;</li> <li>- Learning objectives are accompanied by effective rubrics that help students understand themselves better as learners; and</li> <li>- The competency and the learning objectives allow for personalization and opportunities for deeper learning.</li> </ul>	<p><i>Related terms: see “competency based learning”</i></p>
<p>Innovation</p> <p><i>Source: 13</i></p>	<p><b>Innovation</b> means a new or creative alternative to existing instructional and administrative practices intended to improve student learning and student performance of all students. <b>Innovation</b> is a process of seeking a new approach to education with the goal of better results.</p>	

<p>Next Generation Learning Models</p> <p><i>Source: 3, 7</i></p>	<p><b>Next generation learning models</b> is a broad term that encompasses several emerging or redefined pedagogies and approaches to instruction and education.</p> <p>There are six attributes or essential conditions of Next Generation Learning:</p> <ul style="list-style-type: none"><li>- Personalized learning, calling for a data-driven framework to set goals, assess progress, and ensure students receive the academic and developmental supports they need.</li><li>- Comprehensive systems of learning supports, which address social, emotional, physical, and cognitive development along a continuum of services to ensure the success of all students.</li><li>- World-class knowledge and skills, which require achievement goals to sufficiently encompass the content knowledge and skills required for success in a globally oriented world.</li><li>- Performance-based learning, which puts students at the center of the learning process by enabling the demonstration of mastery based on high, clear, and commonly shared expectations.</li><li>- Anytime, everywhere opportunities, which provide constructive learning experiences in all aspects of a child’s life, through both the geographic and internet connected community.</li><li>- Authentic student voice, which is the deep engagement of students in directing and owning their individual learning and shaping the nature of the education experience among their peers.</li></ul>	
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<b>Forms of Personalized Learning/System of Personalization</b>		
<p>Blended Learning</p> <p><i>Source: 15</i></p>	<p><b>Blended learning</b> combines online digital media with traditional classroom methods, with some element of student control over time, place, path or pace.</p>	
<p>Competency Based Learning</p> <p><i>Source: 7</i></p>	<p><b>Competency based learning</b> is a flexible method of teaching that enables students to progress as they demonstrate mastery of academic content, regardless of time, pace, or place of learning.</p> <p>A competency-based system includes the following:</p> <ul style="list-style-type: none"> <li>- Students advance upon mastery.</li> <li>- Competencies include explicit, measurable, transferable learning objectives that empower students.</li> <li>- Assessment is meaningful and a positive learning experience for students.</li> <li>- Students receive timely, differentiated support based on their individual learning needs.</li> <li>- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.</li> </ul>	<p><i>Not to be confused with: performance based learning, proficiency based learning, mastery based learning</i></p>
<p>Digital Learning</p> <p><i>Source: 5</i></p>	<p><b>Digital learning</b> is any learning facilitated by technology that gives students some element of control over time, place, path and/or pace.</p>	

<b>Forms of Personalized Learning/System of Personalization</b>		
<p>Interdisciplinary Learning</p> <p><i>Source: 15</i></p>	<p><b>Interdisciplinary learning</b> involves students demonstrating mastery of multiple subject areas to solve a problem or complete one unit of study.</p>	<p><i>Alternative term: cross-curricular learning</i></p>
<p>Problem Based Learning</p> <p><i>Source: 15 &amp; 16</i></p>	<p><b>Problem based learning</b> asks students to identify a challenge to respond to an essential authentic, engaging, and complex question or problem then solve that challenge through hands-on learning experiences and inquiry, then to solve that challenge.</p>	<p><i>Not to be confused with: project based learning. Problem based learning takes project based learning a step farther by adding that first step of identifying a challenge.</i></p>
<p>Project Based Learning</p> <p><i>Source: 15 &amp; 16</i></p>	<p><b>Project based learning</b> asks students to investigate and respond to an essential authentic, engaging, and complex question or problem through hands-on learning experiences and inquiry.</p>	<p><i>Not to be confused with: problem based learning</i></p>
<p>Traditional Classroom</p>	<p>A <b>traditional classroom model</b> puts the teacher at the center of the learning process using direct instruction and lectures. Students are grouped primarily by age and use traditional resources like textbooks with a focus on grades and test scores.</p>	
<p>Work-Based Learning</p> <p><i>Source: 1</i></p>	<p><b>Work-based learning</b> is a type of learning experience, such as job shadowing, internship, apprenticeship, or a service-learning project, that allows students to apply academic and technical knowledge and skills through real-world experience and engagement with adults outside of high school and gain experience working in an environment related to their career pathway.</p>	<p><i>Alternative term: experiential learning</i></p>

<b>Elements of Personalized Learning – Assessment &amp; Measurement</b>		
<p>Assessment</p> <p><i>Source: 9</i></p>	<p>An <b>assessment</b> is the method to determine achievement of educational outcomes or goals. Formative assessments are interim measures that guide teachers and students; they often measure the acquisition of content and skills. Summative assessments measure the student’s ability to transfer content and skills. End-of-course exams are an example of a summative assessment.</p>	
<p>Capstone Project</p> <p><i>Source: 6</i></p>	<p>A <b>capstone project</b> is a multifaceted assignment that serves as a culminating academic and intellectual experience for students, typically during their final year of high school or middle school or at the end of an academic program or learning-pathway experience. Capstone projects may take a wide variety of forms, but most are long-term investigative projects that culminate in a final product, presentation, or performance.</p>	<p><i>Alternative terms: capstone experience, culminating project, senior exhibition</i></p> <p><i>Not to be confused with: graduation portfolios</i></p>
<p>Demonstration of Learning</p> <p><i>Source: 6</i></p>	<p><b>Demonstration of learning</b> refers to a wide variety of potential educational projects, presentations, or products through which students provide evidence of what they have learned, usually as a way of determining whether and to what degree they have achieved expected learning standards or learning objectives for a course or learning experience. A demonstration of learning is typically both a learning experience in itself and a means of evaluating academic progress and achievement.</p>	

<p>Evidence of Learning</p> <p><i>Source: 9</i></p>	<p><b>Evidence of learning</b> is materials, assignments, projects, and other artifacts that students may use to demonstrate that they have made progress or mastered certain knowledge or skills. Evidence of learning may be compiled in a portfolio that can be in hard copy or a digital file.</p>	
<p>Graduate Profile</p> <p><i>Source: 8</i></p>	<p>A <b>graduate profile</b> is a document that a school or district uses to specify the cognitive, personal, and interpersonal competencies that students should have when they graduate. Co-created with input from key stakeholders, this profile is a clear visualization of priority goals for teaching and learning that can be easily communicated to students, parents, faculty, and staff to align their collective efforts.</p>	<p><i>Not to be confused with: mission or vision statement</i></p>
<p>Mastery Learning</p> <p><i>Source: 9</i></p>	<p><b>Mastery learning</b> is an instructional strategy whereby teachers organize important concepts and skills into learning units and base future instruction on student performance on formative assessments. Assessments includes explicit, targeted suggestions – termed correctives – that address what the students must do to correct their difficulties and to master the learning outcomes.</p> <p>Critical elements of mastery learning include</p> <ul style="list-style-type: none"> <li>- Instruction consists of units organized by groups of aligned concepts and skills.</li> <li>- Formative assessment that informs instruction.</li> <li>- Targeted instruction for students to improve on gaps identified by the formative assessment.</li> </ul>	<p><i>Not to be confused with: standards based grading (mastery learning is usually reported in a standards-based grading system)</i></p> <p><i>Avoid the terms: mastery grading, standards based learning</i></p>



	<ul style="list-style-type: none"> <li>- Enrichment activities for students who have reached mastery.</li> <li>- Multiple opportunities for students to demonstrate mastery on a formative assessment.</li> </ul>	
<p>Portfolio Assessment</p> <p><i>Source: 6</i></p>	<p>A <b>portfolio assessment</b> is a compilation of academic work and other forms of educational evidence assembled for the following purposes:</p> <ul style="list-style-type: none"> <li>- To evaluate coursework quality, learning progress, and academic achievement.</li> <li>- To determine whether students have met learning standards or other academic requirements for courses, grade-level promotion, and graduation.</li> <li>- To help students reflect on their academic goals and progress as learners.</li> <li>- To create a lasting archive of academic work products, accomplishments, and other documentation.</li> </ul>	
<p>Standards Based Grading</p> <p><i>Source: 9</i></p>	<p><b>Standards based grading</b> calls for students to demonstrate mastery or knowledge of clear, concrete standards, rather than achieving a norm-referenced ranking. All curricula and assessments are aligned with the standards being taught.</p>	<p><i>Not to be confused with: mastery learning (mastery learning is usually reported in a standards-based grading system)</i></p> <p><i>Avoid the terms: mastery grading, standards based learning</i></p>

<b>Elements of Personalized Learning – Credentials &amp; Evidence</b>		
<p>Badge</p>	<p>Digital <b>badges</b> are awarded to students or teachers upon completion of a microcredential.</p>	<p><i>Alternative term: digital badge</i></p> <p><i>Related term: microcredentials (Digital Promise equates the two terms)</i></p>
<p>Credential</p> <p><i>Source: 1</i></p>	<p><b>Credential</b> is an umbrella term used to capture the vast ecosystem of credentialing from industry-recognized to postsecondary.</p>	
<p>Dual Credit</p> <p><i>Source: 10</i></p>	<p><b>Dual credit</b> is a college-level course of study developed in accordance with <a href="#">KRS 164.098</a> in which a high school student receives credit from both the high school and postsecondary institution in which the student is enrolled upon completion of a single class or designated program of study.</p>	<p><i>Related term: dual enrollment</i></p>
<p>Dual Enrollment</p> <p><i>Source: 10</i></p>	<p><b>Dual enrollment</b> is when students are enrolled in both the high school and a college or university. The student may not receive high school credit for dual enrollment course work. If the student is receiving high school credit, this course work would be classified as Dual Credit.</p>	<p><i>Related terms: dual credit</i></p>
<p>Learning Progression</p> <p><i>Source: 3</i></p>	<p><b>Learning progressions</b> refer to the scaffolding of learning in a vertical way over an extended period of time. Learning is envisioned as a development of progressive sophistication in understanding and skills within a domain. It does not refer to grade or age level</p>	<p><i>Not to be confused with: learning objective (a learning progression may be a strand of learning objectives)</i></p>

<b>Elements of Personalized Learning – Credentials &amp; Evidence</b>		
	<p>expectations. Instead, learning is conceived as a sequence or continuum of increasing expertise. A vertical conceptualization of learning is intrinsic to the notion of learning progressions, thus supporting a more developmental view of learning.</p>	
<p>Microcredential <i>Source: 14</i></p>	<p>A <b>microcredential</b> is clinical professional learning that provides educators a new way to develop competencies and gain recognition for the skills they learn throughout their careers in a “performance-based” system rather than seat time or credit hours.</p>	<p><i>Related term: digital badge</i></p>
<p>Performance Based Credit <i>Source: 12</i></p>	<p><b>Performance-based credit</b> is academic credit earned as soon as a student demonstrates specified knowledge and skills, regardless of the amount of instructional time required for the student to learn</p>	
<p>Stacked/ Stackable Industry Credential <i>Source: 1</i></p>	<p>A <b>stacked or stackable industry credential</b> is part of a sequence of credentials that can be accumulated over time to build an individual’s qualifications and help him or her to move along a career pathway or up a career ladder to different and potentially higher-paying jobs.</p>	
<p>Teacher Credential <i>Source: 11</i></p>	<p>A <b>teacher credential</b> is evidence that an individual is legally qualified to be a teacher. In Kentucky, standards credentials are set and monitored by the Education Professional Standards Board.</p>	

<b>Elements of Personalized Learning – Student Agency</b>		
<p>Authentic Student Voice</p> <p><i>Source: 7</i></p>	<p><b>Authentic student voice</b> is the deep engagement of students in directing and owning their individual learning and shaping the nature of the education experience among their peers.</p>	
<p>Student Choice</p> <p><i>Source: 2</i></p>	<p><b>Student choice</b> exists in a continuum. On one end, a teacher-centered approach may involve the teacher providing a menu of options for students to access, engage and express. On the other end of the continuum, a learner-driven approach may involve the learner self-regulating learning bases on passion and purpose.</p>	

<b>Elements of Personalized Learning – Learning Environment</b>		
<p>Anytime, Anywhere Learning</p> <p><i>Source: 17</i></p>	<p><b>Anytime, anywhere learning</b> provides innovative practices that promote learning beyond the traditional classroom and may include virtual or out-of-school settings, leveraging technology as a tool for learning.</p>	

## **Resources**

- 1 – Achieve and Advance CTE (2016): [How States Are Making Career Readiness Count: A 2016 Update](#).
- 2 – Bray, Barbara and McClaskey, Kathleen on Personalize Learning (2015): [Continuum of Choice](#).
- 3 – [Chief Council of State School Officers](#).
- 4 – CompetencyWorks and iNACOL (2012): [The Art and Science of Designing Competencies](#).
- 5 – Digital Learning Now: [Glossary](#).
- 6 – Great Schools Partnership: [Glossary of Education Reform](#).
- 7 – iNACOL and CCSSO (2011): [It's Not a Matter of Time: Highlights from the 2011 Competency-Based Learning Summit](#). Authors: Chris Sturgis, Susan Patrick and Linda Pittenger.
- 8 – Kay, Ken on Edutopia (2017): [The Graduate Profile: A Focus on Outcomes](#).
- 9 – Kentucky Department of Education (2013): Competency-Based Education: Helping All Kentucky Students Succeed. (contact KDE's Division of Innovation for a copy of this report.)
- 10 – Kentucky Department of Education: [Dual Credit](#).
- 11 – [Kentucky Education Professional Standards Board](#).
- 12 – Kentucky Legislative Research Commission (2013): [Performance-Based Credit In Kentucky: Research Report 398](#).
- 13 – Kentucky Legislative Research Commission (2012): [Statute KRS 156.108](#).
- 14 – [Kentucky Valley Education Cooperative](#).
- 15 – KnowledgeWorks (2017): [Personalizing Learning: A Box of Vibrantly Colored Pencils](#).
- 16 – Magiera, Jennie. Courageous Edventures. 2016.
- 17 – University of Kentucky, College of Education, Next Generation Leadership Academy. [Next Generation Resources](#).