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# Getting Personal: The Promise of Personalized Learning

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## Action Principles

### For the State Education Agency

- a. Remove statutory and regulatory barriers that constrict a district's or school's ability to modify the time–pace–place structure of learning.
- b. Provide information for districts and schools on emerging personalization practices that show promise.
- c. Showcase districts that systematically and effectively utilize personalized learning methods.
- d. Include preparation in personalized learning concepts and methods in leader and teacher licensure requirements.
- e. Provide districts and schools with evaluative criteria to determine the effectiveness of personalized learning methods in their contexts.

### For the Local Education Agency

- a. Be cautious of programs described as “personalized”; the term is being used in various ways, so be sure the program fits your purposes.
- b. Give parents a choice in selecting schools and programs, especially when introducing dramatically new methods that some parents may not desire for their children.
- c. Provide technology for administrators and teachers to manage curriculum, instruction, student data, and communication.
- d. Provide ample professional development for school leaders and teachers to successfully integrate technology and personalization methods into their instruction.
- e. Consider the time–pace–place structures in the schools and how they can be changed to promote learning any time and everywhere.

### For the School and Classroom

- a. Provide teachers with bridges between conventional teaching methods and personalized methods (especially with technology) to allow them to assimilate the different ways of teaching.
- b. Begin, as they say, with the end in mind—what you want students to acquire—and then consider if the new method or new technology is a better way to achieve the result.
- c. When asking students to use technology outside of school, ensure that all students have access to the technology and know how to use it.
- d. Balance the use of technology to facilitate communication among students and teachers with the need for face-to-face interaction.
- e. Consider both technological and non-technological ways to tailor instruction for each student and to give students choice in directing their learning.
- f. Intentionally build students' skills with metacognition, self-direction, and use of multiple sources of information.