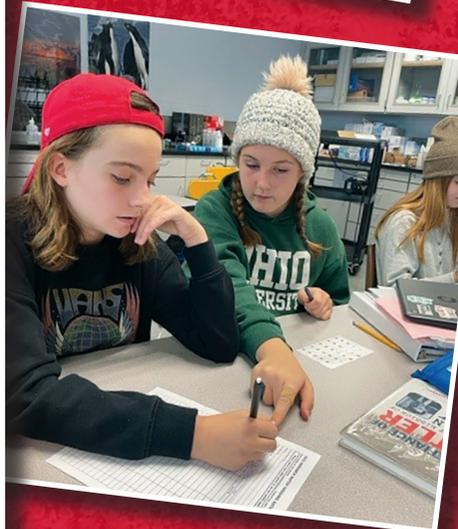
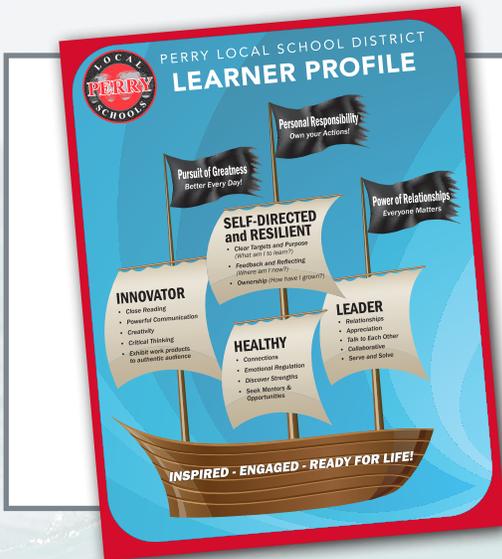


PERSONALIZED LEARNING FAMILY GUIDE

*At the heart of
personalized learning
is the person.*





THE PERRY LEARNER PROFILE

is the district's vision for the student experience and the skills every student has the opportunity to demonstrate, master, and showcase their strengths during their years at Perry Schools - from our youngest learners to mastery by graduation.

Personalized Learning Family Guide

Our schools are on a journey to create authentic and personalized learning options for students in hopes of more deeply engaging today's learners and mastering the skills needed today for college, careers, citizenship and the military. This guide has been refined by a team of teacher leaders, administrators, as well as community members visiting classrooms during fall 2022 to provide you with information on both *Traditional* and *Personalized* learning environments within our schools. We want to support families to identify learning environments best suited for each child.

WHAT IS Personalized Learning?

Authentic learning is when students make meaning of real-world community challenges and learn the curriculum through the experience and teacher coaching. Personalized learning prioritizes a clear understanding of the needs and goals of each individual student and designs instruction to address those needs and goals. These needs and goals, and progress toward meeting them, are highly visible and easily accessible to teachers as well as students and their families, and are updated accordingly. Personalizing means to customize the learning experience for students according to their unique strengths, skills needed, and interests in order to master enduring learning standards.

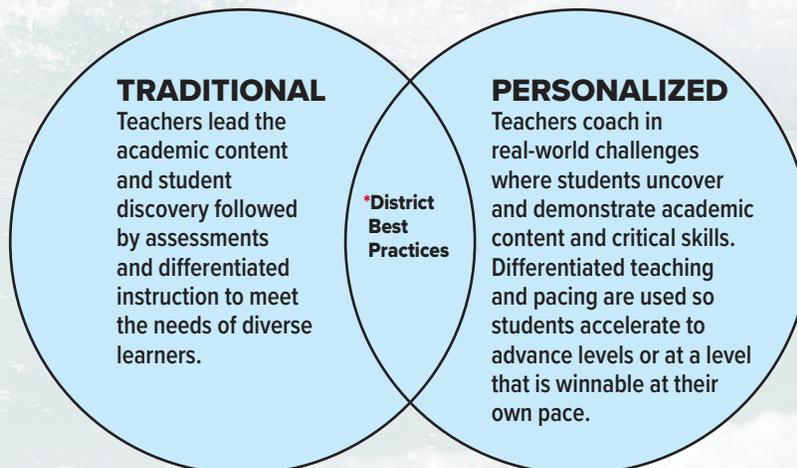
WHY Personalized Learning?

The goal is that this type of learning environment will improve, for some students, a wide range of student outcomes from collaboration and engagement, to exposure and complexity, to performance of critical skills, to achievement and wellbeing. Personalized learning is actually not a new concept. In the 1970's and 1980's, Bloom's research concluded a mastery approach, which relies heavily on the apprenticeship model of teaching while solving real problems in the world, is highly effective.

What learning environment is right for my child?

Families and educators work together to understand the learning environment best for students. No matter whether a **traditional** or **personalized** learning environment is selected for students, all of our classrooms move students forward using the following best practices for learning:

- Teach Ohio curriculum standards
- Access district instructional resources
- Use Formative Instructional Practices (FIP) and rubrics that show students and community what learners are to know and be able to do
- Collect multiple pieces of evidence from students and provide effective feedback
- Build relationships and model the standards-based learning culture



In personalized classrooms, it is necessary at times to teach essential understandings of the curriculum rather than every single content standard, leaving more time for inquiry, depth, and “just in time” instruction needed to problem solve a challenge, connect with mentors, create, and perform/present.



We are a Community of Learners

No Matter the Learning Environment at Perry – We Believe...

Beliefs About Learners and Today's Needs for the Learning Culture

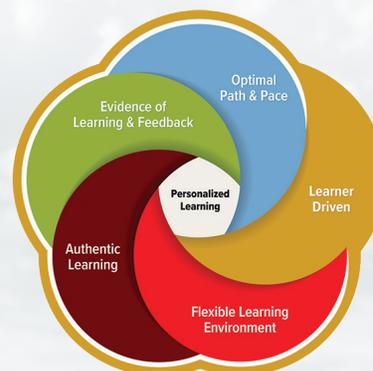
- **Learning is personal.** A learner's academic and social skills, identity, prior knowledge, curiosities, and life experiences are essential components of meaningful learning.
- **Learning is winnable** within the student's zone of development yet provides stretch to advance levels. People learn in different ways and at different rates. Most learning deficiencies occur as a result of uncorrected learning (learning that never became proficient).
- **Learners must Make Meaning of the Content.** *"Mastery is the effective transfer of learning in authentic and worthy performance. Students master a subject when they are fluent, even creative, in using the knowledge, skills, and enduring understandings of the subject in key performance challenges and contexts at the heart of that subject as measured against valid and high standards."* (Grant Wiggins, former president of Authentic Education)
- **Durable Life Skills** (communication, critical thinking, collaboration, and creativity) are learned and demonstrated for mastery and used to showcase one's talents.
- **Learning requires frequent feedback and self-reflection.** To become increasingly self-directed, learners continually ask themselves, *"How am I doing?"* Staff feedback feels like a partnership – *"This is what I see... what's next for you is..."* which is far more descriptive than points and grades.

WE ASK...

Who am I becoming?

What does this world need of me?

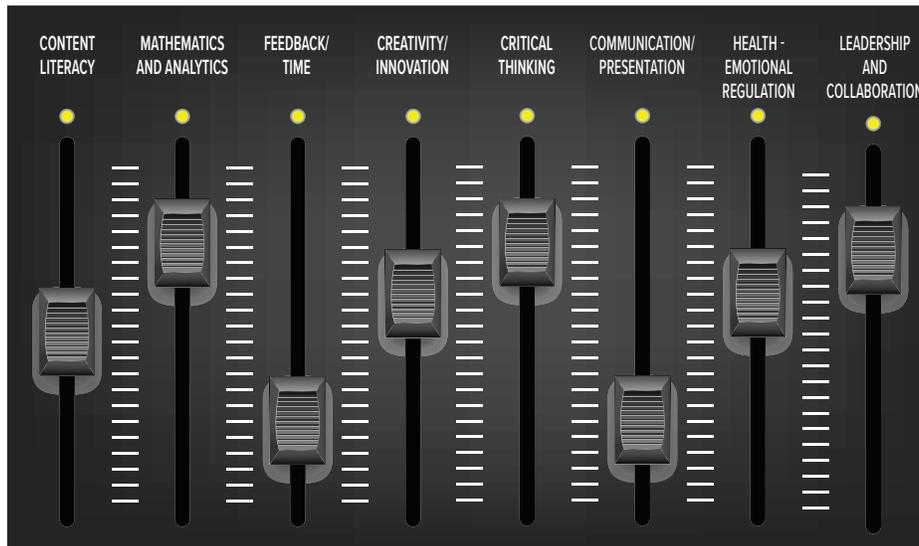
What talents do I have to share with the world?



OHIO
DEPARTMENT
OF EDUCATION
PERSONALIZED
LEARNING
FRAMEWORK
DRAFT

The Personalized Learning Slider

Think of personalized learning as a set of controls on an audio mixer. Depending upon an individual student's needs, and through teacher coaching, the controls can be adjusted to amplify or reduce teaching areas needed, time, choice, or pace to meet the unique needs of the learner.



The challenges of the future are unknown. Learning beyond core subjects to develop life skills, growth mindsets, and extensive time to create is critical to work and life in the challenging, complex, and information abundant world. We recognize that time, space, and content coverage may need to vary from student to student, and that the “learning sliders” may need to be adjusted up or down for an individual’s unique needs. It is our mission to prepare students to adjust and adapt to ever-changing world contexts, strive for personal excellence, and value lifelong learning.

Our Changing World

Top 10 Desired Skills for Employability in 2025

1. Analytic Thinking and Innovation
2. Active Learning and Learning Strategies
3. Creativity and Initiative
4. Technology Design and Programming
5. Critical Thinking and Analysis
6. Complex Problem Solving
7. Leadership and Social Influence
8. Resilience and Stress Tolerance
9. Reasoning and Ideation
10. Systems Analysis and Evaluation

SOURCE: WORLD ECONOMIC FORUM

“The model of ‘learn at school’ and ‘do at work’ may no longer be sustainable.” (World Economics Forum. org, 2018). We understand the value of students to understand their strengths, interests, and aptitudes at an early age and see how learning frequently around community issues and real-world work motivates students to see themselves in this world and dig deep to achieve greatness. This is why we not only benchmark assess students in the areas of academics and social-emotional wellness, but also for career interests and aptitudes by middle school.

PERRY ELEMENTARY SCHOOL

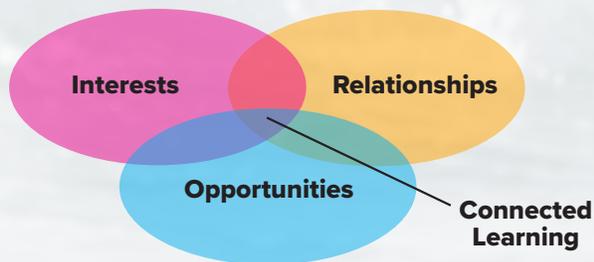


The Perry Ingenuity Institute at PES is a STEM and design school for multi-age students grades 1 - 4. Students build skill in reading, writing, communication, and math at their own pace utilizing small group instruction and technology. Students use these skills to complete design opportunities and to solve science and social studies problems that are authentic and motivating.

PERRY MIDDLE SCHOOL



Connected Authentic Learning (CAL) at PMS combines personal interests, supportive relationships, and opportunities with authentic experiences. It is learning in an age of abundant access to information and social connection.



PERRY HIGH SCHOOL



There are myriad options to pursue career readiness at PHS. Families will want to develop a schedule to include what each student needs for courses, internships, college options, service or Flex Credit. Students polish skills in high school to showcase their talents to the world of college or career.



COLLEGE/EMPLOYABILITY PROGRAMS



87 Students Enrolled



25 Students Enrolled



78 Students Enrolled



50 Students Enrolled



11 Students Enrolled / HVAC Lake Erie College



2 Students Enrolled / Welding Riverside HS



4 Students Enrolled



9 Students Enrolled



4 Students Enrolled



3 Students Enrolled



ENTREPRENEURSHIP

22 Students Enrolled



133 Students Enrolled



26 Students Enrolled



SERVICE-LEARNING

112 Students Enrolled

Rita Soeder, Perry Schools Career Exploration Specialist:

“Students begin to see what life after high school could be like. This vision spurs motivation, connection, and networking which looks different for each student as they apply their experiences to their unique next step.”

Emma Pietrzak, PSL Student & Intern at the Lake County Public Defender’s Office:

“Not only have I gained knowledge in the field of law, but I have also gathered a new perspective on the issues we face in our community. This is especially transforming when I compare my experiences within my internship to those in Perry Service Learning (PSL). I have grown far more understanding and empathetic of adverse circumstances, which will serve me well if I continue in the field of public defense law.”

Tamara Roberts, 5th Grade CAL Teacher:

“Students are given more choice, and when they have choice, they tend to work harder, ask more questions and take more initiative in their learning.”

Mary Kohl, PII Teacher:

“The Perry Ingenuity Institute is a place where the power of creative imagination is harnessed so each learner can become the best version of themselves. Every day, we say, ‘design, redesign’. PII is designed and redesigned to meet the needs and interests of the students.”

Becky Napoli, PII Parent:

“To be able to learn interactively is invaluable. My son is excited about learning and comes home excited about what he did.”

Brandy Lorek, PII Parent:

“It teaches the children to question the world around them, they search for the answers, and then teach others.”

Tippi Foley, President, Perry Board of Education:

“Personalized learning is important because it’s authentic and the kids get a true world experience. It’s customized to each individual student’s needs, and I think every student then has an opportunity to find their niche, and I think the teachers do as well.”

Teresa Dempsey, Ohio Dept. of Education, Assist. Director for Personalized Learning:

“We had teachers and students around the table together and they’re all learners. The teachers were taking the students feedback very seriously, listening with intent and already thinking about how they want to modify things in the future.”

Learn more about learning environments through PES communications and during PMS and PHS Winter/Spring Registration for 2023-24. You may also contact a Principal or the Assistant Superintendent at any time.