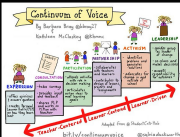



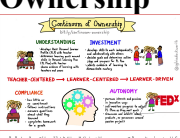




Crosswalk of the Elements of Learner Agency across the Stages of Personalized Learning Environments

The learner...	Stage One Teacher-Centered	Stage Two Learner-Centered	Stage Three Learner-Driven
Voice 	Establishes learning goals with teacher based on Learner Profile (LP) and provides feedback for Personal Learning Plan (PLP).	Articulates action steps to meet learning goals in PLP and contributes to design of lessons, projects, and assessments.	Identifies problems, generates solutions, guides group as leader of change, and accepts responsibility for outcomes.
Choice 	Chooses environment for individual or group work and has a choice of learning activities, resources, and tools.	Chooses topic based on interests or questions and identifies ideas for designing activities, tasks and roles for projects.	Self-directs learning based on challenges, problems, and/or passion and chooses strategies, people and resources to develop plan for action.
Engagement 	Builds relationships with teacher and peers and investigates topics with more choices in how he or she engages with content.	Explores interests, talents, and aspirations, connects to others with same interests, and enjoys learning from and teaching others.	Is intrinsically motivated to pursue passions and purpose and is in control and responsible for learning.
Motivation 	Seeks approval from teacher and peers and is given opportunities to develop strategies that motivate he or she to meet learning goals in PLP.	Desires to succeed, persevere, and demonstrate mastery with evidence of learning in meeting learning goals in PLP.	Is involved in learning for the love of learning and derives satisfaction from understanding, learning a skill, attaining knowledge or creating something.
Ownership 	Works with teacher on learning goals in PLP to develop and gain independent learning skills to support strengths and challenges in LP.	Develops skills to work independently and creates PLP around learning, college and career, citizenship and personal goals.	Self-monitors progress to adjust PLP to demonstrate mastery as he or she meets goals and pursues interests and passion in innovative ways.
Purpose 	Identifies purpose for learning so he or she realizes who they are as a learner based on LP and goals in PLP.	Realizes dreams and takes action around his or her passion about what matters for their growth.	Desires a sense of purpose in world by choosing a problem or challenge to tackle in seeking a meaningful life.
Self-Efficacy 	Is motivated behind choices and persistent in meeting learning goals in PLP.	Focuses on task at hand and believes in his or her ability to develop skills to support learning.	Develops resilience to embrace challenges, take risks, and view failure as a learning opportunity.



Crosswalk of Learner Agency across the Stages of PLE by Barbara Bray & Kathleen McClaskey is licensed under a [Creative Commons Attribution-NonCommercial-NoDerivs 3.0 Unported License](https://creativecommons.org/licenses/by-nc-nd/3.0/). Adapted by Kathleen McClaskey. For permission to distribute copies or to use in a publication, please contact Make Learning Personal at kmcclaskey@gmail.com or use the contact form at <http://wp.me/P8NNMG-U>.