

CHRISTA MCAULIFFE ACADEMY

**SCHOOL OF
ARTS AND SCIENCES**
TOUCH THE FUTURE >>>





www.PersonalizedEducation.org


LEARNING
MODEL


Personalized Education Philosophy


From course design to teacher evaluation, an authentic personalized education program aligns to all ten points of the Personalized Education Philosophy:


 Education's purpose is to empower students to find their own paths to their own dreams; to create life-long learners who are prepared for both the modern world and the future; and to empower individuals to make a positive impact in the world.

 To this end, a personalized education program is student-centered; a student's educational program is tailored to the student's learning styles, interests, current skills levels, and personal goals.


 Learning is competency- and mastery-based, allowing for extra time and assistance to master concepts a student finds difficult, while also allowing the student to move quickly through previously-mastered material, and eliminating arbitrary limitations on student progress.


 However, as Dewey notes in *Democracy and Education*, "not the target but hitting the target is the end in view," so more important that learning specific concepts is learning how to learn, and gaining competencies that will aid in the hitting of many targets, both current and those yet to be imagined.


 Therefore, education must be forward-leaning, recognizing that the "real world" for which students are being prepared is dynamic, with exponential changes especially in technology.

 To adequately prepare students for a future that is difficult to even imagine, a personalized education program places the greatest value on creativity and the ability to engage in independent, critical thinking.

 Students are guided to become self-cognizant, life-long learners prepared not just for today's world but equipped to continue learning for whatever the future holds.

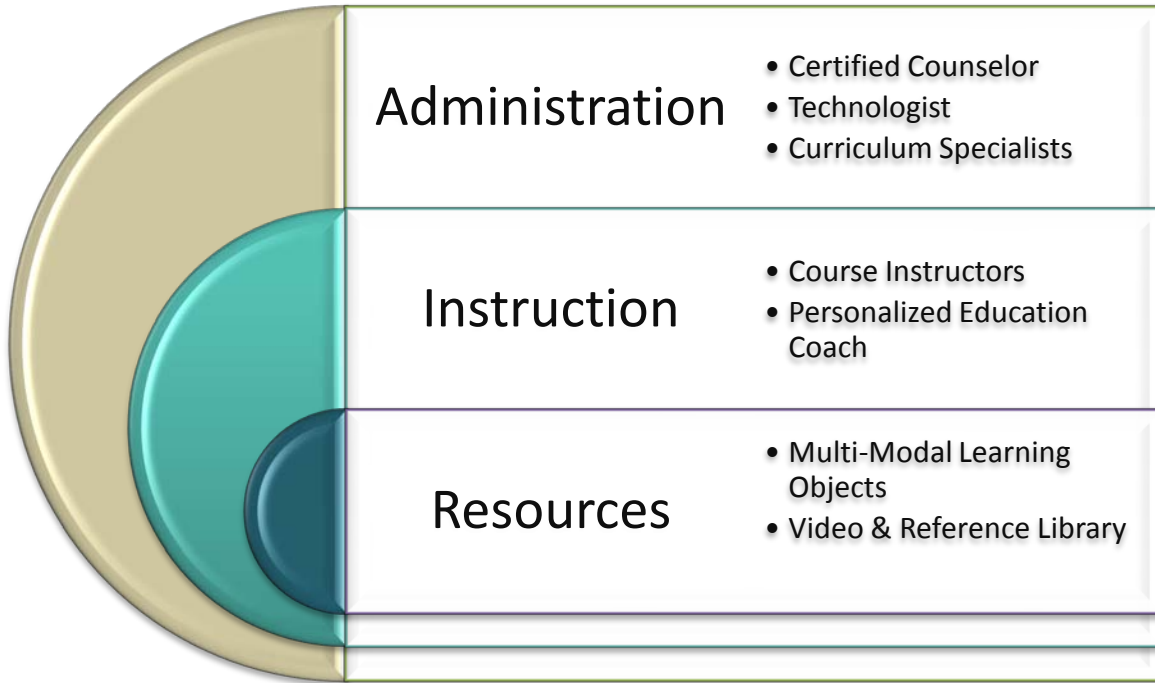
 As such, a personalized education program is student-driven; students take an active role in their education, from the development of their education plans to collaboration with course instructors.

 Instead of taking authoritative roles, or seen as the sole purveyors of knowledge, instructors are instead mentors, offering guidance and feedback while respecting the diverse needs and goals of each student.

 Students also learn to identify and understand cause-and-effect relationships, recognizing connections that span and go beyond content areas, and engage in proactive behaviors leading to personal development and engagement in the service of their community and beyond.

Tiered Educational Support

Students are provided with layers of support, creating a comprehensive educational program designed to meet individual student learning styles and preferences.



Administration

Taking care of the big picture, an administrative team provides a comprehensive guidance counseling program, curriculum and instructional specialists, admissions and registration, transcripts, and other support services.

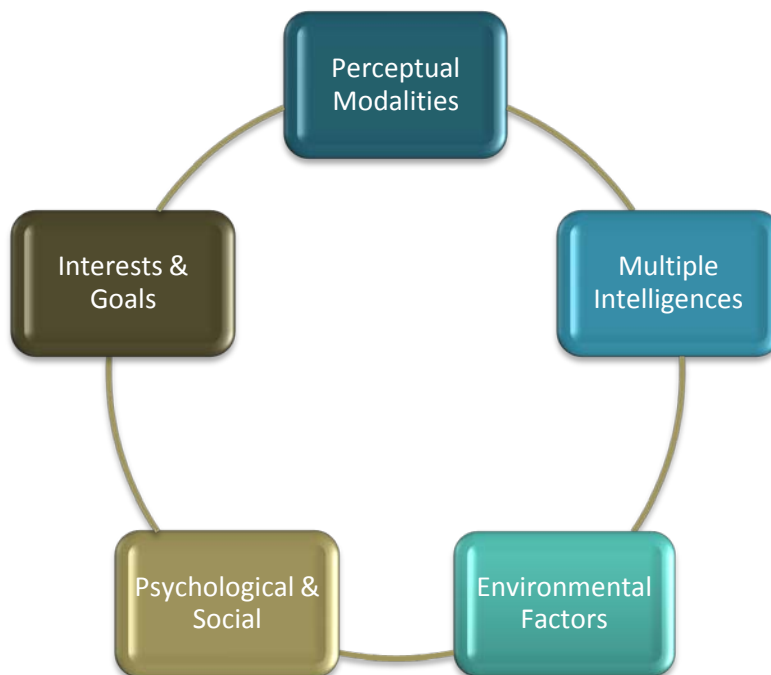
Instruction

The next layer of support includes Personalized Education Coaches and subject-area Instructors. Personalized Education Coaches are certified teachers who “take care of the whole child” by serving as mentors and advocates, guiding the student towards academic success and graduation. Instructors oversee student progress in courses, grade and provide feedback, and provide instructional guidance through lessons. Both Personalized Education Coaches and Instructors are available through multiple means, ranging from email to live online interactive classrooms.

Resources

Personalizing education is facilitated through a variety of curriculum and services. Curriculum resources include a library of online videos, online textbooks, virtual labs, animations, printable handouts, and more. Interactive online classrooms are available for students needing one-on-one live instruction in a subject area.

Learning Styles, Interests, and Goals



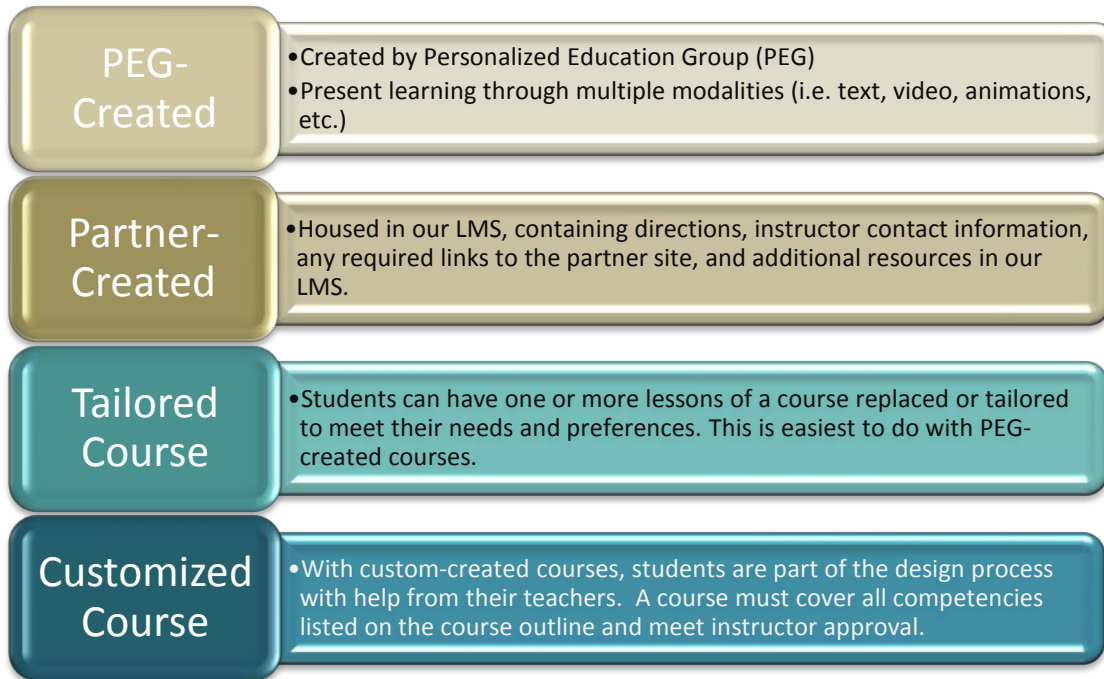
Students can learn through their strengths in an environment that values the individual and employs mastery-based learning. This leads to greater student motivation, persistence, and overall student success.

All members of the student's support team understand the importance of learning styles, interests, and goals being considered in guiding the design of the student's educational program. A personalized education plan incorporates perceptual modalities, environmental preferences, multiple intelligences, psychological and social preferences, interests, and goals.

In order to provide a personalized program, a variety of course and curriculum options are available, and students are encouraged to take an active role in designing their own education program. This makes learning more meaningful, engaging, and even fun. It also empowers students to become self-driven, nurturing a sense of self-worth and purpose in life.

Course & Curriculum Options

Offering several course options allows a student's educational program to be tailored to the student's learning styles, interests, current skill levels, and personal goals. Also, students are empowered to take an active role in the development of course plans in collaboration with instructors.



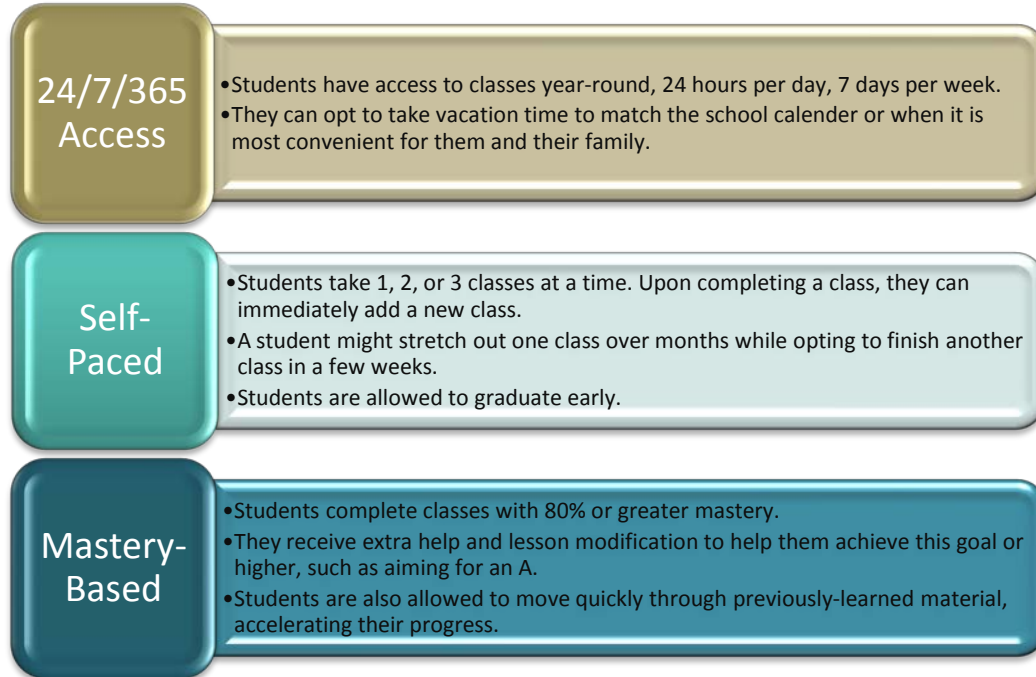
Blended Learning

A student's program can be mostly, or even all, online. Even most textbooks are online. However, offline items, such as handwriting worksheets for young students, can also be used. Most of these are provided via email.

Some AP classes require textbooks that are only in an offline format. Experiential learning opportunities include science labs and the incorporation of life experiences such as athletics, educational travel, visual and performing arts, and more.



Flexible Scheduling & Mastery-Based Learning



Flexible Scheduling

Students have access to their classes 24 hours per day, 7 days per week, 365 days per year. Serving students world-wide, spanning the time zones, means that we really do have students accessing courses at any time of day or night.

Self-Paced

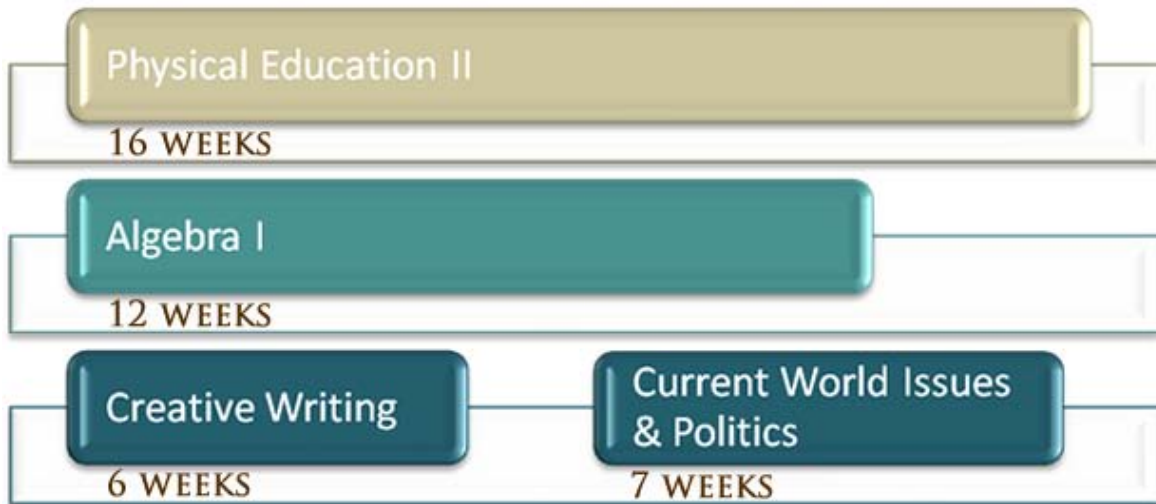
Students take 1, 2, or 3 classes at a time, and this is aligned with what brain research is telling us is best, especially for the teenage brain. Younger students will often have a slightly different schedule to meet their needs. When a student is taking 1 to 3 classes, upon completing one course, a new course is immediately added. A student might stretch one course out over months while finishing another class in just a few weeks. Students are allowed to accelerate their learning toward an early graduation.

Mastery-Based

However, a student must complete courses as 80% or better. A student struggling with a lesson is allowed to try the lesson again and to even approach it in a different way; perhaps it needs to be tailored even more toward the student's learning styles, or maybe the instructor needs to help fill in some gaps in the student's prior knowledge or skills. Meanwhile, the student can move quickly through material already mastered.

SAMPLE COURSE SCHEDULE

JUST ONE OF MANY POSSIBILITIES



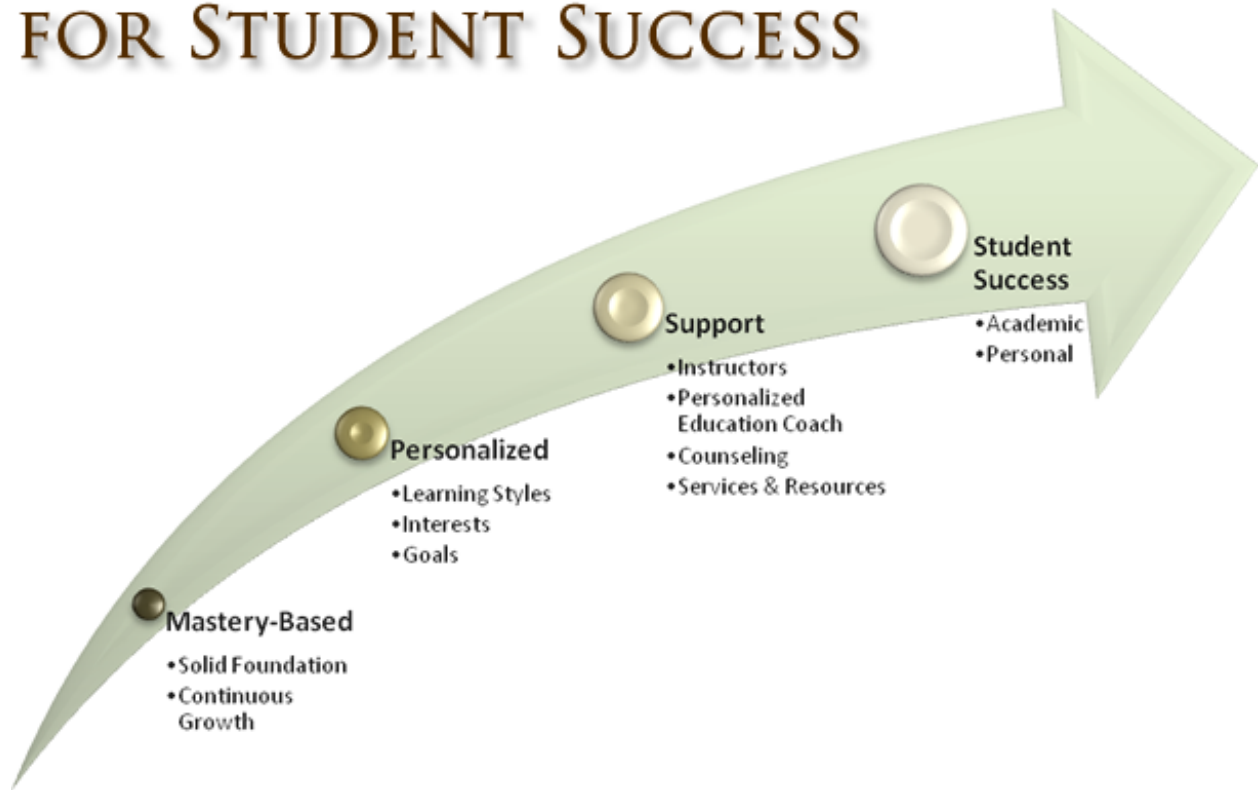
... AND THE STUDENT WOULD CONTINUE COMPLETING AND ADDING COURSES TO MAINTAIN THE DESIRED COURSE LOAD...

This is just ONE of MANY examples of a schedule. Let's say that Suzy Student wanted to take three classes at any given time. She enjoys social studies, literature, and writing, but struggles with math. Also, she wanted to continue her activities in physical education.

Physical education is usually a class that requires regular activity over a longer period of time. As a result, Suzy took about 16 weeks to complete a semester of Physical Education. Meanwhile, she also worked on her Algebra I, and she was able to complete this in 12 weeks. Creative writing is an area of strength for her, so she only took 6 weeks to complete the entire semester. When she completed that, she was still working on P.E. and Algebra, but she wanted to add another class. She added Current World Issues and Politics, another class in an area of strength for her. She was able to finish it in about 7 weeks. During her time in that class, she continued to engage in Physical Education, and she *finished* Algebra. Upon completing Algebra, she had the option of added another class again, maintaining her work load of three classes, but she could also just focus on finishing up the other two classes she had first and then adding more classes.

Again, this is just one of many, many scenarios. A typical high school student takes two classes at once, but some opt to take just one. When students take three classes, usually one of the classes is a physical education course, but sometimes a third course might be another academic course that tends to take longer such as world language.

PERSONALIZED FOR STUDENT SUCCESS



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