

Honeycomb Alignment with Legacy/Personalized Learning Practices



HONEYCOMB CELL	LEGACY PRACTICE	PERSONALIZED LEARNING PRACTICE
Core Components		
Learner profiles	Little is known about or applied to leverage each student's strengths, readiness and learning modalities.	Comprehensive, data-rich learner profiles convey how a student learns best and are used to plan a customized learning environment and instructional strategies. They are dynamic, real-time and learner-owned and managed.
Flexible learner paths	All students follow virtually the same prescribed path from Kindergarten to high school graduation.	Each learner follows a unique path based on their individual interests, strengths and learning style.
Proficiency-based progress	Students advance through a series of grade levels based on seat time and credits.	Learner progress is based on demonstrated proficiency in pre-defined, agreed-upon standards.
Learning and Teaching		
Anytime/anywhere learning	Learning occurs almost exclusively in schools following a traditional school calendar and schedule.	Technology enables standards-based learning to occur anytime/anywhere.
Assessment <i>as</i> learning	Growth in capacity for learning is assumed as a by-product of content and skill development.	Worthwhile learning as a result of authentic tasks that reinforce and extend a learner's capacity (critical thinking, collaboration, problem-solving, creativity, adaptability).
Assessment <i>of</i> learning	Formal testing is high stakes, single measure and not aligned to real-world experiences.	Assessment of learning through performance, application, demonstration and student interaction with challenging content.
Assessment <i>for</i> learning	Indirect measures of learning such as multiple choice and standardized tests used to target whole group instruction.	Direct measures of learning (performance, demonstration, project work, simulations) to plan next steps for individual students.
Rigorous learning goals	Whole-class expectations of what students should be able to know and do.	Personalized learning goals to guide students and add focus and clarity to learning.
Cultural and life relevance	Engagement with the larger community is infrequent (e.g. field trips, guest speakers) with few connections between concepts learned in the classroom and real life. Content is typically presented within a narrow, pre-defined cultural context.	Learners, schools and the community at large work together to connect educational content with real life experiences. Students are encouraged to view content through culturally appropriate lenses.
Multiple delivery methods/modes	Largely face-to-face instruction in large groups regardless of varying abilities and learning styles.	Instruction is delivered using a variety of methods (e.g. demonstration, discussion, simulation) and modes (e.g. face-to-face, blended virtual).

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Learner voice infused	Students have limited input into decisions affecting their educational experience.	Learners have significant and meaningful input into their educational experience.
Customized responsive instruction	Instruction and pacing are standardized and pre-determined. Differentiation occurs primarily at the lower and upper margins of performance.	Instruction and pacing are driven by individual learner needs and growing independent learning capacity.
Rapid cycle feedback	Standardized testing provides a once-a-year snapshot of learning.	Feedback is just-in-time and "moving picture" based.
Clear progressions for learning	Whole-class expectations of scope and sequence of curriculum.	Movement over time toward more expert understanding and sophisticated ways of thinking about a concept or idea.
On-demand grouping	Students are arranged into grade levels based on age.	Student groups are inquiry-, interest-, or need-based.
Relationships and Roles		
Learner-centered staffing	Highly structured traditional staffing model with one teacher to a cohort of 20 to 30 students.	Flexible staffing responds to the needs of individual learners or groups of various sizes.
Community engagement	Involvement by the community in the education system is limited. Engagement is typically focused on fundraising, event sponsorship and superficial career exploration.	School districts engage in meaningful partnerships with community members and the expertise and contributions of external partners are fully leveraged for maximum impact on student learning. All parties understand that the future success of our nation is closely tied to the success of our education system.
Shared commitment to success	Student commitment, sense of efficacy and willingness to engage in rigorous learning are often haphazard and left to chance.	Self-efficacy, high expectations and rigorous learning support are intentionally nurtured and reinforced to build a culture of success.
Co-designers of learning	Regardless of their teaching style or professional interests and strengths, teachers are responsible for managing all aspects of their students' learning experience.	Educators define their own career path from a growing array of options such as becoming content experts, learning coaches, assessment specialists and other emerging roles with flexible grouping of students.
Interdependency	Teachers work largely in isolation with assigned groups of students for a set period of time.	Teachers practice together, coach each other and perform as an interdependent team.
Family engagement	Family relationships generally focus on home support for a standardized curriculum, report cards and school events.	Family perspective, input and experience serve as crucial sources of data to understand and support learner success.

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Structures and Policies		
College, career and civic readiness	By reflecting only academic performance, today's high school diploma serves to certify college eligibility (rather than readiness) via specified courses taken and grades received. Many students require remediation to succeed in a career or post-secondary educational program.	Both academic and behavioral aspects of student performance are recognized, including skills that are not measured by NAEP, such as time management, persistence, and creativity. High school graduates have the necessary skills to succeed--without remediation--in post-secondary education or in a chosen career pathway.
Learning aligned-technology	Use of technology to support learning in school is inconsistent and depends largely on individual teacher familiarity and comfort level. Access to technology outside of school is not equitable, dependent on the socio-economic status of the family.	Various forms of technology are used as tools to enhance understanding and mastery of content and are aligned to the learning goals of each student. Steps are taken to ensure all learners have access to the tools best suited to their learning style and goals.
Flexible learning environments	Traditional classrooms and furniture limit flexible grouping and inhibit interaction.	Comfortable physical environments are conducive to collaborative learning, responsive to the needs of learners, and support individual, small-group and large-group instruction.
Globally benchmarked standards	Patchwork of standards and expectations developed at the state and local level are often lower than those of the highest performing education systems and do not include higher order thinking skills.	Common standards and expectations are rigorous and developed nationally to be comparable to other countries' standards and include attainment of deep learning and thinking.
Integrated data management system	Data repositories and sources are fragmented and difficult to access and use.	Sophisticated data management systems are integrated and include assessment results and compilation of student work.
Recognition of outside learning	Credit is not given for participation in outside school activities that develop skills relevant to school curriculum.	Mastery and demonstration of standards-based proficiency is recognized no matter where learning occurs (e.g., 4H, Girl Scouts, Youth Symphony Orchestra).
Just-in-time support	Support and resources are inequitable or not available on demand.	Support and resources are equitable and available on demand, where and when they are needed most.