

BPS Empower[Ed] Learner Agency Continuum

TRADITIONAL PRACTICE I passively receive the content of a lesson or unit.		PERSONALIZED LEARNING PRACTICE I take an active role in the learning process. I have the power and ownership over my learning path and the results of my choices.		
Agency Element	Disengaged Teacher's role is to drag the learner through the learning process	Compliant Teacher's role is to continually push for learning	Engaged Teacher's role is to work alongside the learner to create a plan	Empower[Ed] Teacher's role is to be an encourager, advisor, and mentor
Voice & Choice	I do not use the standard or competency list and instead have to be handed work by a teacher.	I rely on a standard tracker or competency list to complete work.	I identify standards or competencies that apply to my current learning.	I am able to draw strong connections between selected standards and evidence of learning.
Engagement & Purpose	I wait to be told what to do by the teacher and wait to be asked if I need assistance.	I complete work just to get it done and rely on teachers to identify times I need assistance.	I recognize where I am in the learning process and persevere with guidance from others. I individually plan and track progress on standards completion	I anticipate struggles in the process of learning and am able to co-create a path forward. I identify and work towards personally relevant goals.
Motivation	I believe that the value of completing work lies in the grade, not the learning	I rely on a teacher as a gatekeeper of my next steps for learning.	I know what to try when I do not know what to do and value meaningful learning separate from letter grade.	I recognize the value of learning experiences as relevant to my personal goals.
Ownership	I lack a sense of purpose or connection to the material and do not measure my learning.	My learning is primarily measured by the teacher.	I start to identify ways to measure my learning, but am often guided by the teacher.	Goals have been identified and designed by me. Goals are clear and empower me to understand and communicate my personal vision.
Self-efficacy	I do not seek out additional opportunities/experiences for growth to enhance my learning.	I do project work when directed by a teacher.	I participate in project work with other learners and facilitators	I initiate and lead project work for myself and with other learners