

ASSESSING HOW CERTAIN PRACTICES AND POLICIES AFFECT DIFFERENT STUDENT GROUPS

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In order to make sure that policies and procedures do not unfairly disadvantage a group of students, educators should regularly review state and district discipline policies and procedures (such as codes of conduct, school rules, and dress and grooming codes) and analyze discipline data broken down by race, ethnicity, gender identity, and disability status, among other characteristics. Changes in policies and procedures should be prompted by such ongoing reviews and analyses. Eliminating arbitrary and ambiguous language that subjects some students to disproportionate discipline is one example of such a change.

Personalizing learning also entails focusing on the social-emotional, behavioral, and collaborative abilities necessary to advance and succeed in college and the workplace, in addition to academics. Each learner gains the ability to better understand what they need to learn, which helps them achieve higher standards and personal goals. This ability is developed by knowing the precise supports each learner needs, providing these supports, and providing opportunities to develop student agency.

A learner who uses a customized approach to learning advances continuously based on performance rather than being restricted to a group and a set amount of time to master the material. For students who pick up information quickly, personalized learning means they can be inspired by new material and inventive methods to apply their knowledge instead of being forced to practice what they already know.

According to the National Center for Learning Disabilities (NCLD), personalized learning makes great strides toward enhancing educational opportunities for students, particularly those with learning differences. Every classroom receives digital, adaptable texts from customized educational environments that involve frameworks for the students who depend on them to perform to the highest standards.

References:

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