






The First 20 Days of Personalized Learning

WEEK 1

				
<u>Student Interests</u>	<u>Student Academic Preferences</u>	<u>Team Building</u>	<u>Small Group Instruction</u>	<u>Closing Reflections</u>



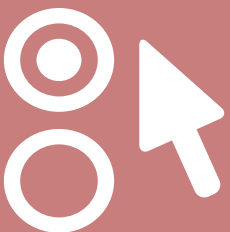


WEEK 2

				
<u>Flexible Seating</u>	<u>Self & Peer Evaluation</u>	<u>Formative Data</u>	<u>Goal Setting</u>	<u>Student Performance Data Tracking</u>

WEEK 3

				
<u>Blended Learning Expectations</u>	<u>Student Choice</u>	<u>Culturally-Responsive Teaching</u>	<u>Peer Evaluation</u>	<u>Reflection & Self-Assessment</u>






WEEK 4

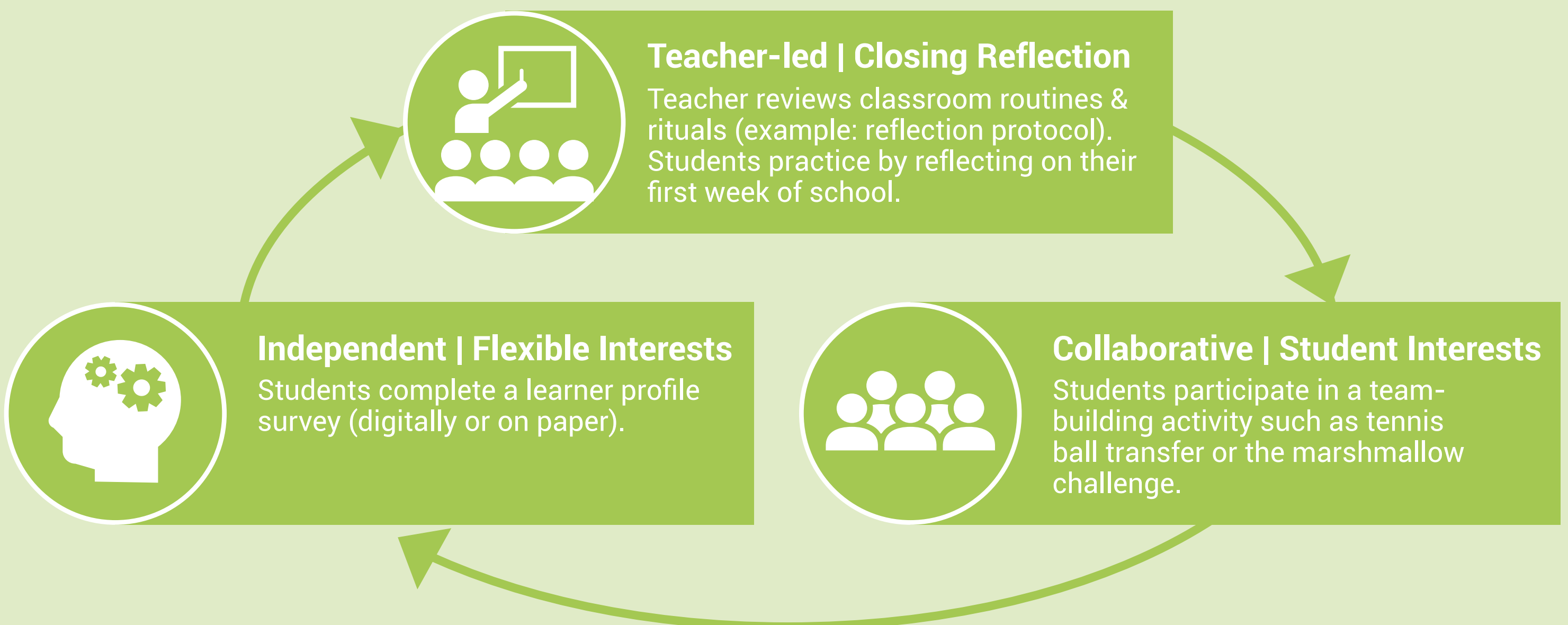
				
<u>1:1 Instruction</u>	<u>Data Tracking</u>	<u>Choice of Performance Task</u>	<u>Peer Affirmations</u>	<u>Student Choice</u>

WEEK 1






Formats to try

- New to PL: Establish Routines
- Experienced with PL: 3 Station Rotation

STUDENT INTERESTS	STUDENT ACADEMIC PREFERENCES	TEAM BUILDING	SMALL-GROUP INSTRUCTION	CLOSING REFLECTIONS
The first week of school is the best time to learn what's unique about each student — from interests, family, favorites, thoughts about school, to simply what the child wants to know more about.	Have students create a visual profile about their academic strengths and preferred approaches to learning. Use the student products to create a bulletin board in your classroom.	Provide students with opportunities to collaborate to solve problems in teams (changing groups throughout the week using data collected from personal and academic interest form). Have students reflect on the experience of working with a team.	Based on what you've learned about your students (interests, strengths, etc), form small groups of 7 students or less. Meet with each student in your class in a small-group setting.	Use reflection prompts to have students reflect on the first week of school. Example: What would you like to learn more about (<i>today, this week, this year, etc.</i>)?
 Data Driven Decisions	 Data Driven Decisions	 Student Reflection & Ownership	 Targeted Instruction	 Student Reflection & Ownership
Resources: <ul style="list-style-type: none"> • 11 Questions about Me • Student Interest Surveys • Choice and voice article 	Resources: <ul style="list-style-type: none"> • Learning preference cards • Digital version • Comic Strip or Word clouds for students to describe themselves • Create a Pinterest Style Board 	Resources: <ul style="list-style-type: none"> • Team building activities (K-12) • Social contract • Collaborative problem solving 	Resources: <ul style="list-style-type: none"> • Tips for trying small groups for the first time • Ideas for student activities while you teach a small group 	Resources: <ul style="list-style-type: none"> • 35 Reflection Prompts • Self Reflection Builds Student Ownership



- New to PL: 3 Station Rotation
- Experienced with PL: 3 Station Rotation + Flipped

FLEXIBLE SEATING	SELF AND PEER EVALUATION	FORMATIVE DATA	GOAL SETTING	STUDENT PERFORMANCE DATA TRACKING
<p>Introduce flexible seating. Provide students with choices in space and seating within the classroom or throughout the school. This is the time to set rules/expectation so that students are able to later choose these on their own. Have students reflect on where they do their best learning.</p>	<p>Have students create affirmations about their new classmates. This will help foster a positive learning environment.</p>	<p>Offer an entry or an exit ticket at the start or end of class so students have a clear understanding of the standards/skills they already have mastered versus those they will be focus on during class time.</p> <p>Use student data to form groups.</p>	<p>Have students set and track goals over a set period of time based on their formative data.</p> <p>For long term goals, consider using a WOOP template for students to set a "wish" they want to accomplish this school year, by end of unit, end of semester, etc.</p>	<p>Work with students to begin to develop progress trackers. These will allow them to track & reflect on the progress of their work over time. A simple data tracker could include the list of standards to be mastered in a unit, a column for noting mastery, and a column for the evidence students used to indicate mastery.</p>
 <p>Student Reflection & Ownership</p>	 <p>Data Driven Decisions</p>	 <p>Data Driven Decisions</p>	 <p>Student Reflection & Ownership</p>	 <p>Student Reflection & Ownership</p>
<p>Resources:</p> <ul style="list-style-type: none"> • Flexible Seating in PL • Creative learning spaces • Rules/expectations 	<p>Resources:</p> <ul style="list-style-type: none"> • Affirmations Article + Examples • The Compliments Project Board 	<p>Resources:</p> <ul style="list-style-type: none"> • Fantastic Fast Formative Assessments • Digital Tools Anecdotes Example • NWEA strategy group planning sheet • Video- Asses and group 	<p>Resources:</p> <ul style="list-style-type: none"> • Goal Tracker Template • WOOP and WOOP template (Wish, Obstacle, Outcome, Plans) • Student Goal Printable 	<p>Resources:</p> <ul style="list-style-type: none"> • ST Math data tracker example • Achieve3000 Reflection • iXL Skills Spreadsheet



Teacher-led | Goal Setting

Teacher introduces students to academic goal setting routines and helps students to set their first goal.



Independent Flipped | Flexible Interests

Teacher pre-records a mini-lesson (such as a demonstration of a math concept) as a review or preview of an upcoming standard.



Collaborative | Self & Peer Evaluations

Students collaboratively create affirmations about their new classmates and add to a shared bulletin board in the room.






PRO-TIP

Use Screencastify or other free, web-based tools

WEEK 3

Formats to try

- New to PL: Station Rotation
- Experienced with PL: Playlist + Small Group Instruction

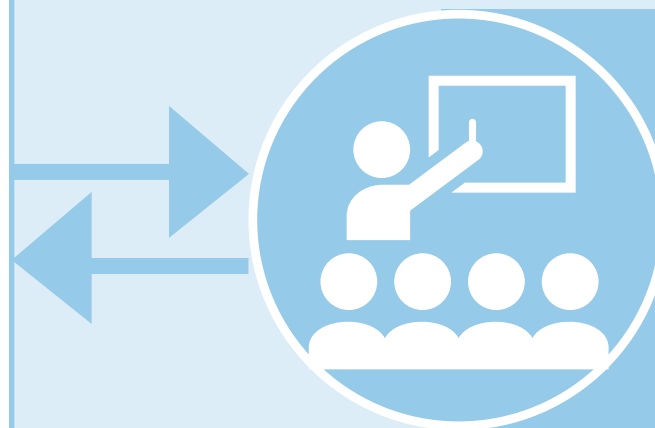
BLENDING LEARNING EXPECTATIONS	STUDENT CHOICE	CULTURALLY-RESPONSIVE TEACHING	PEER EVALUATION	REFLECTION & SELF-ASSESSMENT
<p>Create technology expectations for independent digital stations. Students can sign contracts committing to routines & procedures for care and use of devices as well as digital citizenship. This is also a great time to walk through simple steps for logging in to various applications.</p>	<p>Introduce Digital Learning Menus, Choice Boards, or Playlists to students to provide differentiated learning options. This will set the stage for how menus will be used throughout the year.</p>	<p>Find a way (small or large) to connect your class content this week to something local to your community or your students' personal lives.</p>	<p>Offer students the chance to provide constructive feedback on another student's work in a way that is non-judgemental.</p>	<p>Work with students to begin to develop learning portfolios. These will allow them to track & reflect on the progress of their work over time. A simple data tracker could include the list of standards to be mastered in a unit, a column for noting mastery, and a column for the evidence students used to indicate mastery.</p>
 Flexible Content and Tools	 Flexible Content and Tools	 Targeted Instruction	 Student Reflection & Ownership	 Student Reflection & Ownership
<p>Resources:</p> <ul style="list-style-type: none"> • Digital Expectations & Login Support: Photo examples • Sample Technology Contract • Common Sense K-12 Digital Citizenship Curriculum • Digital Citizenship article 	<p>Resources:</p> <ul style="list-style-type: none"> • Playlist Building 101 • Math Examples • History Example • ELA Examples 	<p>Resources:</p> <ul style="list-style-type: none"> • 15 ways to be more culturally responsive • 3 CRT Strategies • 5 Ways to Involve the community in your classroom 	<p>Resources:</p> <ul style="list-style-type: none"> • Peer Feedback Strategies • Podcast on peer evaluations • HS ELA Peer Editing Strategy • Ideas for improving peer reviews 	<p>Resources:</p> <ul style="list-style-type: none"> • Video- Students own their progress • Student portfolio platforms

MUST DO:

- Diagnostic Self-Assessment
- Digital Content Activity 1
- Collaborative Peer Evaluation Activity
- Reflect on Goals
- Article about math in our community
- Exit Ticket: formative check

MAY DO:

- Flipped review video
- Reflection Journal if you met your goal
- Small-group conference








Teacher-led Small Group | Digital Citizenship

Discuss with your students to risks and responsibilities of learning online. Create norms & shared expectations in groups.

WEEK 4

Formats to try

- New to PL: Station Rotation + Flipped
- Experienced with PL: Playlist + 1:1 Conferences

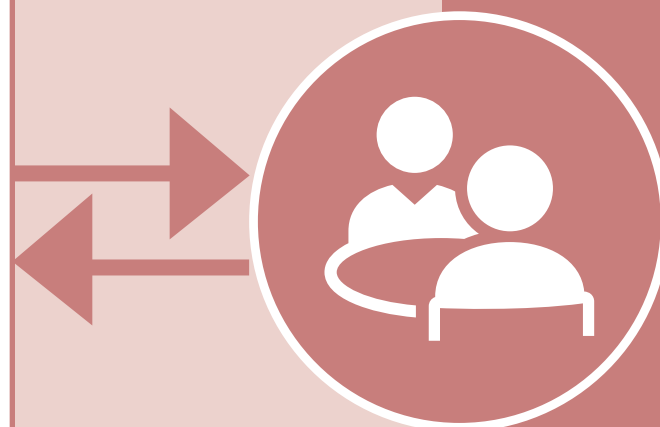
1:1 INSTRUCTION	DATA TRACKING	CHOICE IN DEMONSTRATING LEARNING	PEER AFFIRMATIONS	STUDENT CHOICE
<p>This is a great time of the year to have a mini lesson on types of conferences you'll have in class (goal setting, reflection, feedback, assessment). Also introduce students to the idea of student led/ student initiated conferences.</p> <p>Use data collected from digital check-ins to drive your first 1:1 conferences.</p>	<p>Update a visual data wall to show student progress. Start with something simple like mastered fact fluency numbers, books read, or digital content provider activities completed.</p> <p>Have students update the wall as they make progress.</p>	<p>Offer students 3 (or more) different ways to show what they've learned with an intentional focus on rigor and equity of choices. Consider having a single rubric for all options.</p>	<p>Have students create affirmations about their new classmates. This will help foster a positive learning environment.</p>	<p>Provide a designated time each week for students to focus on a learning objective of their choosing. This is a great time for teachers to check in and hold 1:1 conferences or small groups of students focusing on the same objective.</p>
 Targeted Instruction	 Data Driven Decisions	 Flexible Content and Tools	 Student Reflection & Ownership	 Student Reflection & Ownership
<p>Resources:</p> <ul style="list-style-type: none"> • Teacher-Led Conferencing • How-To-Guide • Types of conferences • Conferencing artifacts 	<p>Resources:</p> <ul style="list-style-type: none"> • Visible data photo bank • Strategy: Data Walls • Digital Badges 	<p>Resources:</p> <ul style="list-style-type: none"> • Assessment tic-tac-toe • Assessment, Choice, and the Learning Brain • Using Games for Assessment 	<p>Resources:</p> <ul style="list-style-type: none"> • Affirmations Article + Examples • The Compliments Project 	<p>Resources:</p> <ul style="list-style-type: none"> • Genius Hour • 20% time in your classroom

MUST DO:

- Diagnostic Self-Assessment
- Digital Content Activity 2
- Add your score to your data tracker
- Collaborative Peer Evaluation Activity
- 1:1 conference w/ teacher
- Exit Ticket: formative check

MAY DO:

- Write an affirmation
- Reflection Journal if you met your goal



Teacher 1:1 Conferences | Data Tracking

Throughout the week during playlist work time, students are working independently and in small-groups. The teacher pulls students for 1:1 conversations about their data trackers and progress toward goals.



info@edelements.com



(650) 440-7860



@edelements

www.edelements.com