Charting a Course
Personalized Learning for Every Student

What are we going to learn?

What about teachers who don't want to get on board?
What storms have we weathered?
What new lands did we discover with our students?
How can you catch the wind and start your own journey toward meaningful student centered instruction?
Why you should listen to me?
https://guiltfreechristianity.files.wordpress.com/2014/02/confession.jpg
Elizabeth Cox, 12/3/2016
The problem
The problem
The problem
The before and after

DINNER CHOICES:
1. TAKE IT
2. LEAVE IT
Clothes
EC4  http://rlv.zcache.co.nz/i_heart_lucinda_t_shirt-rcb6d5309ff2c4cd488e6048fa076fa42_jg4de_324.jpg
Elizabeth Cox, 12/3/2016

EC5  http://i3.cpcache.com/product/374238763/elizabeth_rules_tshirt.jpg?width=350&height=350&Filters=%5B%7B
Elizabeth Cox, 12/3/2016
The problem
The problem
The problem
The problem
While you are teaching the standards, who is teaching the student?
Embassy Office
Howard Decker, Chicago
DropBox Office, New York
MISSION
Empowering all students to make meaningful contributions to the world

STRATEGIC GOALS
1. Develop knowledgeable critical thinkers, communicators, collaborators, creators, and contributors
2. Cultivate a high-performing team of professionals focused on our mission and goals
3. Deliver effective and efficient support for student success

CORE BELIEFS
1. A culture of continuous improvement drives the fulfillment of our mission
2. Strong partnerships with families and our community enhance our excellence
3. An inclusive, safe, caring, and challenging learning environment serves as the foundation for student growth
4. Transparency and good stewardship of resources strengthen public trust and support
Translation

Work Experiences

Classroom Experiences
Creative thinking inside the box is what matters.
EC7

https://majidpandit.wordpress.com/2010/05/07/thinking-inside-the-box/

Elizabeth Cox, 12/4/2016
George Curous
“Innovative Mindset”
Continuum of Voice
By Barbara Bray @bbray27
& Kathleen McClaskey @khmmc

Teacher-Centered
Learner-Centered
Learner-Driven

Adapted from @StudentCentriHub
bit.ly/continuumvoice @sylviaduckworth

http://www.personalizelearning.com
Student Feedback Survey

1. How satisfied are you with your current learning in my class?
   Circle one number: 0 = completely dissatisfied
   10 = completely satisfied
   
   1 2 3 4 5 6 7 8 9 10

2. Thinking about my classroom teaching, fill in the blank: It would be helpful for me if my teacher spent:
   MORE TIME:
   LESS TIME:

3. With respect to homework and other assignments for completion outside class time, circle one:
   A. I complete every assignment on time
   B. I complete most assignments on time
   C. I complete very few assignments on time
   D. I complete almost no assignments on time

4. What things about my teaching, our procedures, our classroom, our assignments, etc. are satisfactory and what needs improvement? Please be as specific as you can.
   TEACHING:
   PROCEDURES:
   CLASSROOM:
   ASSIGNMENTS:
   ASSESSMENTS:
Student Choice

Continuum of Choice

Teacher-centered Learner-driven

by Barbara Bray @bbray27
& Kathleen McClaskey @khmmc

Participant
- Teacher...
  - provides menu of options
  - provides choices to access, engage and express

Co-Designer
- Teacher...
  - points to options and then gets out of the way
  - invites input from learners

Designer
- Learner...
  - chooses topic based on interests or questions
  - identifies ideas for designing

Advocate
- Learner...
  - identifies challenges or problems
  - chooses strategies and people to develop action plan for advocacy

Entrepreneur
- Learner...
  - self-regulates learning based on passion and purpose
  - expands purpose by creating business

bit.ly/continuumchoice
<table>
<thead>
<tr>
<th>Summarize</th>
<th>Classify</th>
<th>Draw</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facts or ideas which are important in determining genetics</td>
<td>Dominant and recessive traits as they relate to Mendel’s Pea Plants</td>
<td>Meiosis and mitosis</td>
</tr>
<tr>
<td>Predict</td>
<td>Unit Test</td>
<td>Show</td>
</tr>
<tr>
<td>What a person might look like using the Punnett square</td>
<td></td>
<td>A model of a DNA strand with a key</td>
</tr>
<tr>
<td>Survey</td>
<td>Interview</td>
<td>Judge</td>
</tr>
<tr>
<td>Genetics – hair color, eye color – graph your findings in a chart of your choice (Pie, bar, line, etc.)</td>
<td>A person whose career or hobby deals with genetic/reproduction</td>
<td>3 websites on genetics and heredity</td>
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<tr>
<td>1st Quarter</td>
<td>2nd Quarter</td>
<td>3rd Quarter</td>
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<tr>
<td><strong>Unit 1:</strong> Classroom Routines</td>
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<tr>
<td>Process Goals: Classroom Routines</td>
<td>NUMBER TALKS</td>
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<tr>
<td>NUMBER TALKS</td>
<td>7.16 Properties</td>
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<tr>
<td>7.1 Rational Numbers</td>
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<tr>
<td>7.3 Integer Operations</td>
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<tr>
<td><strong>Unit 2:</strong> Rational Numbers</td>
<td><strong>Unit 3:</strong> Number Relationships (Cont.)</td>
<td><strong>Unit 5:</strong> Proportional Reasoning (Cont.)</td>
</tr>
<tr>
<td>7.1a Square Roots</td>
<td>7.2 Sequences</td>
<td>7.6 Similar Figures</td>
</tr>
<tr>
<td>7.1b Scientific Notation</td>
<td>7.12 Functions</td>
<td>Review &amp; Apply: 7.12</td>
</tr>
<tr>
<td>7.1c Absolute Value</td>
<td><strong>Unit 4:</strong> Equations &amp; Inequalities</td>
<td>• Showing Proportional relationships using tables, graphs, rules, &amp; words</td>
</tr>
<tr>
<td>7.1c Ordering</td>
<td>7.1a Solving Equations</td>
<td><strong>Unit 6:</strong> Measurement &amp; Geometry</td>
</tr>
<tr>
<td>7.3a Integer Modeling</td>
<td>7.1b Practical Problems with Equations</td>
<td>7.7 Quadrilaterals</td>
</tr>
<tr>
<td>7.3b Integer Operations</td>
<td>7.1c Solving One Step Inequalities</td>
<td>7.8 Transformations</td>
</tr>
<tr>
<td>7.16a-e Properties</td>
<td>7.1d Graphing Inequalities</td>
<td>7.5 Surface Area &amp; Volume</td>
</tr>
<tr>
<td><strong>Unit 3:</strong> Number Relationships</td>
<td><strong>Unit 5:</strong> Proportional Reasoning</td>
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</tr>
<tr>
<td>7.13a Translating Expressions</td>
<td>7.4 Proportional Reasoning</td>
<td>7.4 Proportional Reasoning</td>
</tr>
<tr>
<td>7.13b Evaluating Expressions</td>
<td></td>
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</tbody>
</table>

24 blocks | 22 blocks | 24 blocks | 19 blocks |
Move at the student’s pace…not the yours.
So I'm Following the Map That Leads to You
Maroon 5
What you can do to take action now?
What you can do to take action now?
What you can do to take action now?
What you can do to take action now?
What you can do to take action now?

What could possibly go wrong?
### The Defining Habits of the Small Group Differentiation Continuum

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<thead>
<tr>
<th>Emerging</th>
<th>Developing</th>
<th>Sustaining</th>
<th>Advancing</th>
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<tr>
<td>Students are in a small group with the teacher. Students are doing the same thing at the same level. Use of timer for set amount of time for differentiation occurs. Same content is used for all students in the small group and/or throughout the classroom. Data may or may not be used for grouping. If data are used, typically data sources may not be current. Small group instruction is observed on some occasions.</td>
<td>Same content is used in all three groups. Voice and position promotes small group learning. Teacher uses small group for a variety of purposes throughout the week but content is the same on given day for all groups. Instructional purpose is based on content (remediation, going deeper, etc.) Data is used for grouping, but may include limited sources or may or may not be current. Small group instruction is observed often in classroom.</td>
<td>Teacher asks questions to engage students in the learning process. Teacher is working with the group to support the learning process. Instructional purpose is based on student needs (i.e., remediation, going deeper, etc.) Student choice is built-in. Reliance on current data is observed for grouping. Data includes multiple formative and summative sources. Small group instruction is observed consistently in the classroom.</td>
<td>Fluid grouping is in use. Instruction is dependent on student needs. Teacher facilitates discussions among students. Instructional purpose is based on student needs (i.e., remediation, going deeper, etc.) Student choice is built-in. Reliance on real-time data is observed for grouping. Data includes multiple formative and summative sources and allows for immediate differentiation. Small group instruction is observed consistently as the teacher responds to real time student data, increasing the...</td>
</tr>
</tbody>
</table>
What you can do to take action now?
What you can do to take action now?

What could possibly go wrong?
What you can do to take action now?
What you can do to take action now?
What you can do to take action now?
What you can do to take action now?
What you can do to take action now?

A Taxonomy of Reflection

Creating: What should I do next?

Evaluating: How well did I do?

Analyzing: Do I see any patterns in what I did?

Applying: Where could I use this again?

Understanding: What was important about it?

Remembering: What did I do?

Model developed by Peter Pappas
What you can do to take action now?
What you can do to take action now?
Plan for Today

Watch lesson 3 in Moodle (Modeling Equations) Notes p. 19
Complete quiz in Socrative

Pages 20, 21 for Practice – Check in Vision

Follow your Learning Path in Alec’s Math

PBL Menu
What about teachers who don't want to get on board?
What about teachers who don't want to get on board?

https://www.youtube.com/watch?v=VqR_SF5poRc
What about teachers who don't want to get on board?
Mistakes people commonly make implementing the solution (and how to avoid them).
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<tr>
<th>Quarter 1</th>
<th>Quarter 2</th>
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<tbody>
<tr>
<td>Small Group Instruction</td>
<td>Digital Content</td>
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<table>
<thead>
<tr>
<th>Quarter 3</th>
<th>Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Driven</td>
<td>Student Reflection</td>
</tr>
</tbody>
</table>


Communicate
Parent Buy-In

Instructional Models
Instructional Model
Student Buy-In
What new lands did we discover with our students?
Our job as teachers is not to "prepare" kids for something; our job is to help kids learn to prepare themselves for anything.
Bringing the fun back into teaching and learning…

Eric Williams
Resources

- Chart Image: CREDIT
  JOHN MEAD / SCIENCE PHOTO LIBRARY / Universal Images Group Rights Managed / For Education Use Only

- Ministry of Information Photo Division
  Photographer/ http://media.iwm.org.uk/iwm/mediaLib/43/media-43073/large.jpg / D 14457 /Imperial War Museums/Roman Catholic Elementary School- Life at St Joseph's, Upper Norwood, 1943

- Children in Classroom/ https://upload.wikimedia.org/wikipedia/commons/b/b8/Children_in_a_classroom.jpg

- Life in the 50s/http://www.dosemedia.ca/les-publicites-tele-n1-pour-ce-qui-est-de-lattention


- Family on Multiple Devices/ https://frontier.com/~media/HelpCenter/Images/article-images/frontier-secure/Nest.ashx


- DropBox Office/ https://officesnapshots.com/wp-content/uploads/2013/06/Geremia-Design_DropBox_01.jpg