Taking the First Step: Making Personalized Learning Work for Your Class

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Hello and Welcome!

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Who’s Out There?
Where are you in your personalized learning journey?

Just beginning

Wide scale implementation
PL – Starting with the Why: 3Es & 3As

- Engagement
- Evidence
- Equity
- Achievement
- Access
- Appropriate Challenge
Our goals for today’s session

- Understand **what** personalized learning can look like
- Ideate **how** personalized learning might look **for your class**
- Identify resources to help you take the first step
Our goals for today’s session

Planning Worksheet
Share your thoughts:

Personalized Learning: What is it?!
PL: What even is it?

The only true wisdom is in knowing you know nothing
PL: Our own research

Students browse: padlet.com/jplotkin3/2csldbikgy4o
5 DIY Steps We Took to Get Started

1) Define what Personalized Learning means for our district/school/class
2) Evaluate our units of study against criteria developed; find a starting point
3) Determine where to “move the needle”
4) Find the Content: Locate it. Build it. Curate it. House it.
5) Determine meaningful evidence of learning
Step 1: Define what PL means for you

Self-paced?  Differentiated paths?
Targeted instruction?
Strengths based?  Project based?
Authentic task?  Student agency?
Student ownership?  Mastery?
Relevance?  Collaboration?
Community Involvement?  Competency?
Something else?!
Step 1: Define what PL means for you

For El Segundo Unified:

Authentic Tasks

Differentiated Paths: Student Strengths/Interests

Flexible Pacing

Student Reflection & Ownership

Targeted Instruction
Step 2: Evaluate What You Have

- Authentic Tasks
- Differentiated Paths: Student Strengths/Interests
- Flexible Pacing
- Targeted Instruction
- Student Ownership & Reflection
Hypothesize:
Which component do you believe is the most difficult to accomplish?
Step 2: Evaluate What You Have

- Authentic Tasks
- Differentiated Paths: Student Strengths/Interests
- Flexible Pacing
- Targeted Instruction
- Student Ownership & Reflection

6th GRADE RESEARCH UNIT
Step 3: Evaluate Where You Want to Go First (Move the needle)

- Authentic Tasks
- Differentiated Paths/Student Strengths/Interests
- Flexible Pacing
- Targeted Instruction
- Student Ownership & Reflection

6th GRADE RESEARCH UNIT
Step 4: Find The Content

- Identify key standards
- Identify critical skills/competencies
- Identify concepts
- Find as much content as possible for multiple pathways; use OERs!
OERs for beginners

Gooru.org
Lesson plans, resources & more

Opened.org
Lessons, assessments

Ck12.org
Lessons, lesson plans, resources

OERCommons.org
Lessons, Easily searchable database
Share your knowledge:

What are your favorite OERs and why?
Skills & Concepts

ISTE Standards

CASEL competencies

Approaches to Learning (IB)

Standards-derived skills

Local priorities
Step 4: Find & Curate Your Content
Step 4: Find & Curate Your Content
Step 5: Determine Appropriate Evidence of Learning
Personalized Learning in Action

Case Study:

6th Grade Research Unit
Our PL Priorities: Key Elements

- Authentic Tasks
- Differentiated Paths/Student Strengths/Interests
- Flexible Pacing
- Targeted Instruction
- Student Ownership & Reflection

6th GRADE RESEARCH UNIT
Element 1: Authentic Tasks
UNIT 3: Ordinary Heroes Summative Assessment Task

The producers of “CNN Heroes” are beginning their search of new nominees for the “2019 CNN Heroes” series. As one of the writers on their Research and Development (R&D) Team, your job is to choose one current issue to present to the producers. The focus of this season is how imagining a hopeful future takes innovative creativity, moral character, and a clear purpose. They expect you to present a written report identifying what the issue is, how it became an issue, and describe what some “Ordinary Heroes” are doing to try to create positive change. For the producers to take you seriously, you will gather information from a variety of credible sources.

Furthermore, after submitting your informative writing piece to the producers, you will work with members of the R&D team. Your team will focus on planning to act upon the issue you are all passionate about. Since CNN Heroes emphasizes the notion that a few ordinary individuals CAN create positive change, your team will show how it can be done. You will pitch the idea of what you can do to address the issue, with the possibility of really acting on it.

The producers will assess your written work and proposal on Criterion B: Organizing and Criterion C: Producing Text.

The issue I want to research is: __________________________________________________________

Why does this issue matter to you? __________________________________________________________

List questions you have about this modern issue. In addition to your own, try to think about what viewers of “CNN Heroes” might wonder.

__________________________

__________________________

__________________________
Other Resources for Building Authentic Tasks

Students browse: padlet.com/jplotkin3/igqnj824i2hg
Element 2: Differentiated Paths - Student Strengths
Element 2: Differentiated Paths – Student Goals
Element 2: Student Interests
Element 2: Student Interests

Political Issues

- Donald Trump
- North Korea war missiles
- Political corruption
- Civil rights
- Firearms
- Southern border
- Drug abuse
- Donald Trump's wall
- Donald Trump controlling borders
- Donald Trump shutting down the government
- Donald Trump keeping promises
- Donald Trump's relationship with Russia
- Gun possession
- Gay and lesbian equal rights in the United States
Other Resources to Gauge Strengths/Interests
Other Resources to Gauge Strengths: Project Evo

Students browse: projectevo.org/
Element 3: Flexible Pacing

1) Unit design with opportunity demonstrate mastery at different times

2) Playlists, playlists, playlists!
Element 3: Flexible Pacing

Some strategies that facilitated flexible pacing in our unit:

1) Competency requirements → research skills

2) Task to begin as soon as competency was met → research paper

3) A final task allowing for depth for those who accelerated through competencies and task
Element 3: Flexible Pacing
- Curating your content
Element 3: Flexible Pacing

- Guiding students through tasks
Element 4: Targeted Instruction

“a welcome and unexpected externality of flexible pacing”
Element 5: Student Ownership & Reflection
Element 5: Student Ownership & Reflection
Evaluate your progress through student work

Taking Action
- Raised money
- Endangered tiger species
- $100
- Can not be solved by one person
- All help out
- Create positive change
Evaluate your progress through student work
Evaluate your progress through student work
Evaluate your progress through student work
Final Thoughts/Reflections
Any questions?
Thank you!

Talk to us!

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