The Big Picture

Instructional Pathways to Personalized Learning
Objectives

• We will compare and connect instructional practices with essentials of Personalized Learning Environments.

• We will discuss and confer with peers to reach a common understanding of best instructional practices in EPS.
What qualities does the Ideal Graduate have?

Brain Dump
• Each group member has a different color marker
• Take 30 seconds to think about the question
• When teacher says “Go!” begin writing drawing everything you think/know about the topic
• You must write for the entire 2 minutes

Gallery Walk
• As the music plays visit the other charts and posters and put a star next to responses that were similar to your own.
The Ideal Graduate is our ‘Why’

http://profileofagraduate.org/builder-tool/
Evergreen Public Schools’ WHY

What we teach
★ Math
★ ELA
★ Fine Arts
★ Construction
★ CCSS
★ NGSS
★ Curriculum...

How we teach
• Workshop Model
• Sheltered Instruction
• Personalized Learning

Our impact on Students’ Learning
• SBAC
• ELPA21
• passing & graduation rates
Evergreen Public Schools’ WHY

What we teach
★ Math
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How we teach
• Workshop Model
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Our impact on Students’ Lives
With **Workshop** we learned...

Lessons are **student centered** and teacher talk needs to be limited and student stamina and worktime needs to be increased.

With **Sheltered Instruction** we are learning

Students have different learning and **language needs** and there are tools teachers can use to help **ALL** students access content and reach independence.

With **Personalized Learning** we will learn...

Student autonomy in critical thinking and innovation is the goal of learning and technology can be used to help provide equity and independence in learning.
Sheltered Instruction helps learners make meaning.

Personalized Learning makes learning meaningful.
Workshop Model of Teaching

Rationale:
Evergreen school district emphasizes the importance of effective and engaging teaching practice. Lesson design is a crucial aspect of creating the environment to produce and foster thinking and success in student learners. The Workshop model of teaching is an effective framework for lesson design and implementation.

Discuss new/deeper understandings of the Workshop Model:
What facet(s) of workshop are you currently exploring in your coaching work?
Workshop Model of Teaching

The workshop routine carried out everyday may include:

**Opening and Mini Lesson**
- Daily target connected to long-term target
- Connecting the WHAT, WHY, and HOW
- Modeling to support the work time

**Work Time**
- What will students make to meet the learning target?
- What supports do students need to grow?
- How can we catch the learning and push students to apply a new layer?

**Debrief**
- Synthesis
- Refocusing
- Students Sharing Learning
- Student Work
Sheltered Instruction is

- an approach critical for English language learners and beneficial to all learners, which integrates language and content instruction.
- The dual goals of sheltered instruction are:
  - to provide access to mainstream, grade-level content,
  - and to promote the development of academic English language proficiency.
EPS ELL Program Model

**Push-In Support**
In-program ELLs provided extra Para support in mainstream classrooms

**English Language Development and Dual Language Education**
Some students at specified schools receive ELD and/or Dual Immersion

**Sheltered Instruction**
All teachers Shelter Instruction for all students. Past PD models, GLAD k-5 and SIOP 6-12
WORKSHOP Model and Sheltered Instruction

- SI (training) provides teachers with the specific techniques and tools necessary to help students reach independence in Language and engagement during Worktime.
What is Personalized Learning?

Personalized Learning is...

an umbrella term under which many practices fit, each designed to accelerate student learning by tailoring instruction to an individual’s needs and skills as they go about fulfilling curricular requirements.

B. Kallick and A. Zmuda, *Students at the Center Personalized Learning with Habits of Mind* 2017

See also: http://edglossary.org/personalized-learning/
EPS Pillars of Teaching and Learning

PERSONALIZED LEARNING EXPERIENCES

COMMUNICATION AND COLLABORATION
CRITICAL THINKING AND CREATIVITY
MEASURES OF INDIVIDUAL PROFICIENCY
PERSONAL LEARNING PROFILES
Flexible Learning Environments
Community and Cultural Resources
Access and Equity

WORKSHOP | STUDENT AGENCY
# EPS Essentials of Personalized Learning

## STUDENT AGENCY
Student voice and choice is supported by opportunities to learn and continually increase their ability to independently engage in the design and direction of their learning. Students connect interests, needs, and cultures to what they are learning; set goals for their individual learning and reflect on their own progress.

## COMMUNICATION AND COLLABORATION
Students learn and continually increase their ability to engage in reading, writing, listening, and speaking using academic language. Students communicate and collaborate for a variety of purposes, in multiple formats and various settings, both independently and as a valuable member of a team. Students learn to engage in inquiry, articulate and support both opinions and ideas.

## CRITICAL THINKING AND CREATIVITY
Students use disciplined processes to apply knowledge and skills in innovative and practical ways, addressing authentic, real-world problems. They construct and communicate new understanding by seeking out and evaluating information from a variety of sources, experiences and perspectives, to generate unique ideas and solutions.

## MEASURES OF INDIVIDUAL PROFICIENCY
Assessment is approached as learning or as a support for learning. A variety of assessment strategies are used to monitor and evaluate understanding of standards-based content knowledge and skills, foster self-monitoring, and facilitate reflection to promote student autonomy.

## PERSONAL LEARNING PROFILES (PLP)
Students and others work collaboratively to identify, articulate and monitor their own skills, interests, life experiences, aspirations, needs, areas of growth, and goals. PLPs are used to guide learning paths and experiences. Reflection on learning and progress toward personal and academic goals drives the planning for next steps.

## FLEXIBLE LEARNING ENVIRONMENTS
Students contribute their voice and choice in creating or using physical and virtual learning environments that allow for effective use of time, pace, space, and place. A variety of resources, structures, and strategies are used purposefully to activate and sustain learning.

## COMMUNITY AND CULTURAL RESOURCES
Students engage with their communities through learning partnerships, both inside and outside of school, to establish meaningful interactions, address challenges, extend experiences, and connect learning to life. Students contribute their voice to creating a culture of safety and thoughtful risk-taking that values and acknowledges the diversity of the communities with which they interact.

## ACCESS TO LEARNING
A range of technologies and strategies are used intentionally to remove barriers to learning, enhance experiences, and help students realize their potential.
Explore The Crosswalk Doc

**Essentials of Personalized Learning:**
Crosswalk to Workshop and Sheltered Instruction

A personalized learning experience is centered on the unique interests and needs of the learners. While there is a critical focus on literacy in core academic subjects - reading, mathematics, writing, science, arts, and social sciences - personalized learning in Evergreen is built on a strong foundation of essential elements.

The Essentials, when applied across content areas and grade levels, support the authentic application of knowledge in real-world situations, and establish a “floor” of effective student and teacher practice district-wide.

This document illustrates alignment and connections between the Essentials of Personalized Learning, the workshop model, and elements of sheltered instruction.

*Click on hyperlinks below for more resources*

<table>
<thead>
<tr>
<th>Essentials of Personalized Learning</th>
<th>Workshop Alignment*</th>
<th>Sheltered Instruction: SIOP® GLAD®</th>
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<td>In <em>workshop classrooms</em>, students see the big picture of how short-term learning targets and worktime products (“makes”) connect to “big ideas” via long-term targets and authentic assessment products:</td>
<td>Student Agency is in alignment to the overall philosophy of <em>Sheltered Instruction</em>. Sheltered instruction is an approach for teaching content and academic language to students in mainstream classrooms, including ELLs and English only students.</td>
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<td>• Time dedicated to student ownership and clear vision of goals, makes, and use of time</td>
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<td>• Teacher conferencing practices empower each student to share what they know/can do and what they need next to grow (future texts, tasks, targets)</td>
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*Click on hyperlinks below for more resources*
Go to Your Corners

- **Choose** a corner based on the instructional model that you feel you have the most experience with.
- When you get there, pair up with another person in that corner and **discuss** your understanding and experiences with that instructional model.

**Guiding questions:**
- How does this model of instruction prepare students to be the *Ideal Graduate*?
Sort it out...

In each group...

- Each member should get an equal number of essentials or components (strips of paper)

- Please **stand**, take turns sharing and placing your strips on the chart where you think they best fit. **There are no wrong answers, just lack of evidence:**
  - “I think (essential name) supports this trait of an ideal graduate because…”

- When your team is finished get ready to **Gallery Walk**
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Objectives

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• We will discuss and confer with peers to reach a common understanding of best instructional practices in EPS.
Tickets out and feedback...

Please complete one of these comments on a sticky note:

• A connection I made...
• I wondered...
• As a (teacher/administrator/other) I will need support with...

• Thank YOU for all you do for Evergreen kids!!!
What qualities does an Ideal Graduate have?

What qualities does an Ideal Graduate have?

What qualities does an Ideal Graduate have?
What qualities does an *Ideal Graduate* have?
- What the posters looked like from 3 different table groups at OBO
SIOP Components
Sheltered Instruction Observation Protocol

- **Lesson Preparation**: added last but done before the lesson begins, plan for content and language objectives
- **Building Background**: connections to prior experience and knowledge, academic vocabulary emphasized
- **Comprehensible Input**: teachers make lessons accessible through a variety of techniques
- **Strategies**: learner strategies explicitly taught and opportunities for students to use are given, scaffolding learning, prompting higher order thinking
- **Interaction**: collaboration between teacher and students and among students, grouping configurations, processing time, translations if possible
- **Practice and Application**: hands on manipulatives and materials provided if possible and appropriate, activities integrate content and language practice in reading, writing, listening and speaking
- **Lesson Delivery**: objectives supported, engagement sustained, pacing appropriate
- **Review and Assessment**: content concept and academic vocabulary reviewed, feedback given to students, assessment of all objectives throughout the lesson
GLAD components
Guided Language Acquisition Design

Focus and Motivation
- Activate, focus or build background information
- Spark interest, excitement and engagement
- Set purposes for learning (student driven)
- Diagnose

Input
- Provide direct teaching of skills, information & vocabulary
- Engage students in active participation
- Use graphic organizers for patterning
- Scaffold instruction with visuals and real items

Guided Oral Practice
- Promote academic discourse
- Provide time to negotiate for meaning
- Guide opportunities to interact with text
- Ensure ample time for processing and metacognition
- Build self-esteem
- Foster primary language support
- Develop phonemic awareness

Reading & Writing
- Provide print rich, language functional environment
- Use variety of texts and media
- Model and teach text patterns
- Use interactively with oral activities
- Balance cooperative and individual groupings
- Stress the joy and purpose
- Scaffold through whole class modeling, small group practice, individual use

Extended Activities for Integration

Closure & Evaluation
- Provide opportunities for metacognition
- Assess through personal explorations validating multiple intelligences
- Commit to alternative means of assessment

Feedback and Assessment
PBIS Classroom Practices

1. Are the **foundations** of effective classroom PBIS in place?
   - Effectively **design** the physical environment of the classroom.
   - Develop & teach predictable classroom **routines**.
   - Post, define, & teach 3-5 positive classroom **expectations**.

2. Are proactive and positive **classroom PBIS practices** implemented consistently?
   - Provide high rates of varied **opportunities to respond**.
   - Use **prompts and active supervision**.
   - Acknowledge expected behavior with **specific praise & other strategies**.
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